EAB

Productive Qualitative Input Resources

Use these resources to collect qualitative information for your faculty to better diagnose causes of low morale.
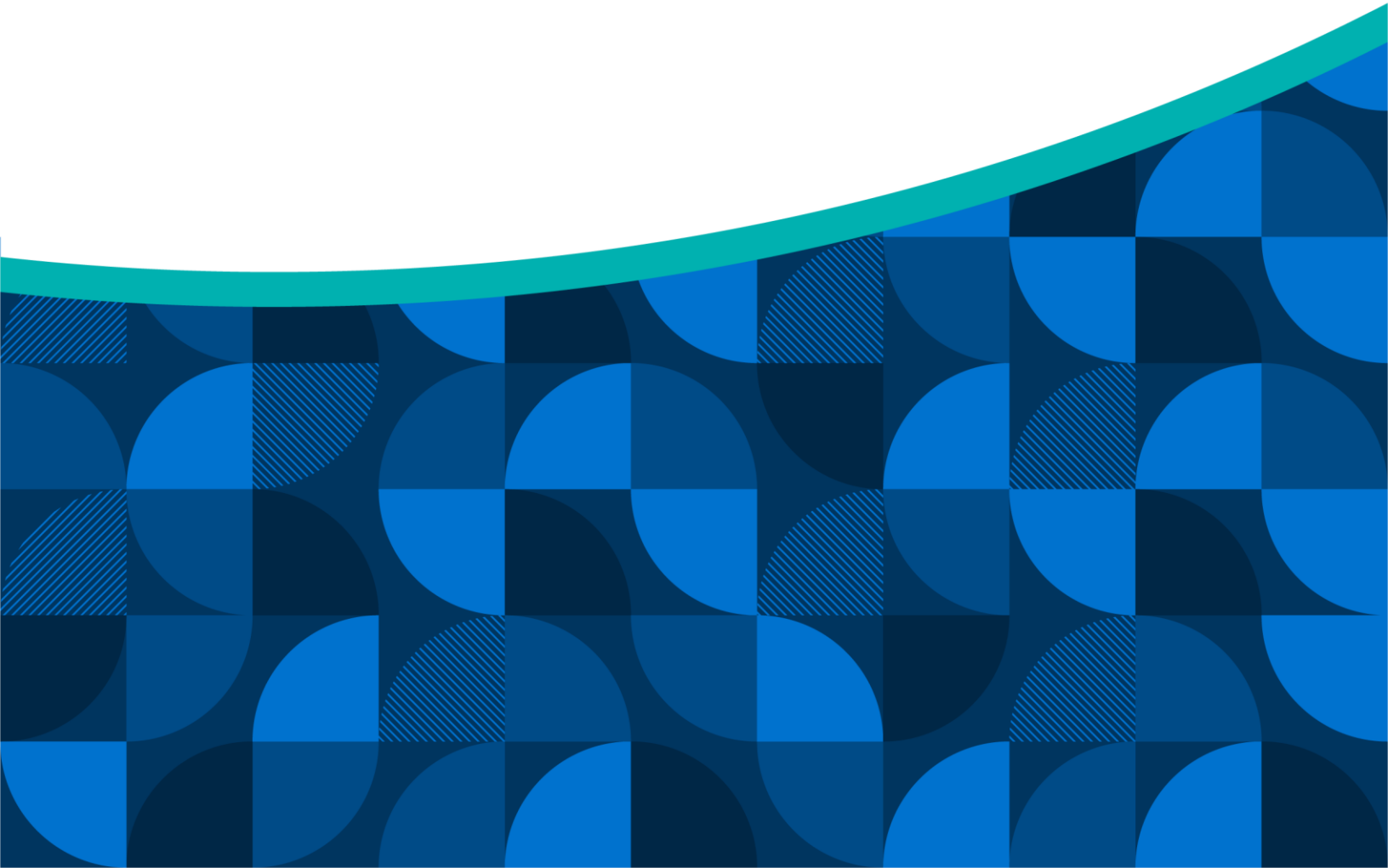
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Selecting Qualitative Input Format Overview

Use the strategies on this page to collect qualitative input from your faculty. Schools can use one or all strategies to collect input.

Below, EAB has outlined a range of options schools can use to collect qualitative input from faculty. These strategies are listed from easiest to implement to most resource-intensive. Each strategy will also yield different levels of specificity in responses. Aligned with each of these strategies are supporting tools to help you successfully implement them at your school.

Embed 1-2 Questions into Faculty Meetings

Supporting Tools

+ Opportunity to get input from many faculty members

− Information not as in-depth as other options

- Tips for Writing Strong Questions (pg. 13)
- Question Bank (pg. 15)
- Notetaking & Summary Guides (pg. 26)

Repurpose Existing Groups for Morale Sessions

+ Quick way to schedule time with busy faculty to get some input

− May not be fully representative of all faculty

- Conversation Agenda (pg. 6)
- Facilitation Scripts (pg. 9)
- Tips for Writing Strong Questions (pg. 13)
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Formal Qualitative Input Sessions

+ Able to get robust, representative qualitative data from faculty

− Time-intensive to organize and conduct

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- Conversation Agenda (pg. 6)
- Facilitation Scripts (pg. 9)
- Tips for Writing Strong Questions (pg. 13)
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Stay Interviews

+ Excellent way to make faculty feel heard, get in-depth information

− Time- and labor-intensive to organize and conduct

- Tips for Writing Strong Questions (pg. 13)
- Question Bank (pg. 15)
- Notetaking & Summary Templates (pg. 26)
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Formal Qualitative Input Sessions 101

This tool will help schools to set up formal qualitative input sessions.
The tool includes an overview of the logistics and requirements to make these sessions successful.

TOOL

Formal Qualitative Input Sessions 101

Use the guidelines below to establish a formal system for collecting qualitative input. Ideally, schools should schedule and conduct these sessions after the completion and analysis of the morale diagnostic survey (i.e., quantitative data collection).

Key Logistics to Design Formal Input Sessions

Participating Faculty

- Aim for 6-10 participating faculty per session (invite twice as many)
- Decide if you can/should offer incentives (e.g., refreshments, gift cards, classroom cover) for those participating

Frequency

- Run sessions after completion of a morale survey to get more detailed information
- Aim to host 2-3 sessions per division to get an accurate picture and representative information

Key Roles

- There should be at least one facilitator and one notetaker for each session
- See pages 23-28 for resources to support both facilitators and notetakers

Length of Sessions

- Sessions should be 30-60 minutes in length
- Scale agenda and number of core questions asked depending on length of time (30 minutes: 3-5 questions; 60 minutes: 6-8 questions)
- Review the question bank starting on page 15

Communicate Goals and Next Steps

- When inviting faculty to participate, ensure you include the reason for the session and how the information will be used
- Make sure facilitators reiterate the reasoning and next steps during the session. Go to page 9 for scripting

Creating a Qualitative Input Conversation Agenda

This tool will help schools repurpose existing faculty meetings/committees to collect qualitative input and/or to conduct a series of formal qualitative input sessions. This tool includes guidance on how to structure these sessions.

TOOL

Morale Conversations Agenda Builder

Use the guidance below to build an agenda for 30-60-minute sessions to collect qualitative input from faculty.

1 ## Introduction

▶ **Share with participants why they are here and how this information will be used**

- Refer to pages 10-11 for full introductory scripting for facilitators.

2 ## Introductions and Ice Breaker

▶ **Ask participants to introduce themselves and share their name, role, and how long they've been at the school**

▶ **Other icebreaker questions**

If you have a focus group longer than 30 minutes, selecting one additional icebreaker element can be a good use of time to build rapport with the group and get them thinking about the session's topic. Examples:

- *Please share one word that comes to mind when you think about your experience as a faculty member at the school: this word can be positive, negative, or neutral.*
- *Please share one win you've had with a student recently that you found motivating.*
- *Please share one thing you are hoping to learn from your colleagues during this session.*

3 ## Core questions

▶ **Note that core questions will vary based on the goal/timing of the session**

- If survey information is collected, use sessions to collect more details on problem areas that the survey uncovered. If the survey is not completed, the sessions can be used more generally to surface problem areas.

▶ *Identify main threats to low morale and collect general input*

- This approach is most useful if morale survey data has not been collected or analyzed.
- Use a variety of questions to help identify problem areas and root causes of low morale.
- See page 15 for the question bank. Select a variety of questions across threat areas.

Morale Conversations Agenda Builder (cont.)

Use the below guidance to build an agenda for 30-60-minute sessions with faculty to collect qualitative input.

3 ## Core questions (continued)

▸ *Collect details on specific threat areas and survey questions*

- If morale survey data has been collected, faculty conversations can be more targeted to learn details about problem areas surfaced by the survey data to better get to the root of the problem.
- Limit your focus to 2-4 of the biggest problem areas or questions surfaced by the survey.
- Select 1-2 questions to ask about each problem area during the session.
- See page 15 for the question bank.

4 ## Additional Comments

▸ **Time permitting, ask participants if there's anything else they'd like to share**

- Provide an opportunity to uncover additional details that leadership/the facilitator may have overlooked. This also provides an opportunity to show participants that the conversation is focused on supporting their needs and gives them some ownership over the conversation.

5 ## Closing / Wrap Up

▸ **Emphasize how the information will be used and list next steps**

- See full scripting on page 12.

Meeting Facilitation Scripts

This tool will help schools that plan to repurpose existing faculty meetings/committees to collect qualitative input and/or to conduct formal qualitative input sessions. The tool includes detailed scripting that leaders can copy and paste for facilitators to use.

TOOL

Morale Conversation Introductory Scripting

Component of the Introduction	Scripting
Express gratitude for participation	Thank you, everyone, for being here today for our conversation. We know your time is limited, and we so appreciate your sharing it with us today.
Highlight purpose of focus group	As mentioned in the invitation, the purpose of today's session is to learn more about your experience as a faculty member here. As you hopefully know, our school has recently invested in a systemic approach to addressing your work experiences and morale. We've recently launched a survey to collect initial feedback, and we'd like to use this time to get more details about your experiences working at the school—including the challenges.
Introduction of facilitators	My name and role is _____, and I will be guiding the conversation today. We also have _____, who is here to take notes. Please let either of us know if we can do anything to make this conversation or future conversations more comfortable or useful for you.
Assure confidentiality and creating a 'safe space'	I want to let you know the strategies we will use to protect your confidentiality and anonymity. When we summarize today's results, we will remove as much identifying information as possible. While we might use quotes, we will never identify who provided them. Let me know if anyone has questions, but I do encourage you to share as much as you feel comfortable with. We are interested in understanding your true experiences, so we can work together to improve and maximize them.

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Introductory Scripting (continued)

Component of the Introduction	Scripting
Address incentives (if applicable)	• If you haven't already, please help yourself to the refreshments provided today. • We do have some gift cards available to thank you for your participation—I'll distribute those at the end of the session. • Remember to report your participation to your division director, so they can provide you with a time bank incentive.
Ground Rules	We do have a relatively full house today—so I'll note now that I might need to limit comments and direct us to move along in our agenda. I want to ensure we address all our focus areas for today and give all participants an opportunity to speak. Also, if we can work together to make sure only one person is talking at a time, that would be much appreciated!
Opportunity for initial questions	Does anyone have any questions on the context of this conversation or the logistics before we get started?

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Closing Scripting

Component of the Closing	Scripting
Give participants final opportunity to ask questions	Those are all of the questions I have for you today. Does anyone have any last questions for me? Or want to bring up anything I missed?
Thank everyone	Again, I'd like to thank everyone for participating in today's conversation.
Assure participants comments will be shared, but anonymously	I want to assure you that your comments will remain anonymous. I will protect your anonymity by summarizing key takeaways without names or attribution to any specific comments when sharing with others.
Emphasize next steps and how information will be used	Your comments have been invaluable and will help us better understand the survey information we've collected and better commit to our investment in you. We will be in touch in the coming weeks on how we plan to use this information and next steps in this process.

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Tips for Writing Strong Qualitative Input Questions

This tool will help schools design strong questions to ask faculty, regardless of how they collect qualitative input.

TOOL

Tips for Writing Strong Qualitative Input Questions

Below are suggestions for writing strong questions to use during qualitative input sessions with faculty. The purpose of any question should be to learn details to diagnose the causes of low morale.

General Tips for Writing Strong Questions

Ask simple questions, one at a time

- *Complex question*: Can you walk me through your tasks in a typical workday and tell me which parts of your workload you think take too much time?

- *Suggested Improvement*: Can you walk me through your tasks in a typical workday?

Avoid jargon-rich questions

- *Jargon question*: Do you have the appropriate materials and resources to execute on PLCs and restorative justice programming with fidelity?

- *Suggested improvement*: What materials do you find yourself needing to do your job well that the school does not provide?

Minimize closed or yes/no questions

- *Closed question*: Do your colleagues treat you fairly?

- *Suggested improvement*: Without using names, can you describe an experience where a colleague treated you or someone you know unfairly?

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Qualitative Input Question Bank

This tool will help schools design strong questions to ask faculty, regardless of how they collect qualitative input. Schools will scale the number of questions they ask depending on the setting(s) in which they choose to collect qualitative input.

TOOL

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Specific Diagnostic Follow-Up Questions Bank

The below questions are options to gain details and clarity on each of the EAB morale diagnostic questions. These questions can be used if schools have specific follow-up questions based on survey responses. Be sure to provide context as to why you are focusing on these specific questions. Share with faculty that you are following up on areas of the survey where the school scored lower, so you are looking to get additional details to inform next steps.

Threat Area: Personal Safety and Belonging

Finding from survey question:	**Faculty do not feel safe and welcome at school.**
Follow-up Questions:	• When you hear 'school safety', what do you think about? • What makes faculty (or you) feel unsafe/unwelcome at school? • Describe an experience where you felt unsafe/unwelcome at school. • Who or what most often causes feelings of unsafety?

Finding from survey question:	**Faculty disagree that the benefits provided by the school meet their needs.**
Follow-up Questions:	• When you think of your benefits as a faculty member, can you describe what you think of most? • Which benefits that you receive as a faculty member are most important to you? • Which benefits are most inadequate?

Finding from survey question:	**Faculty disagree that someone seems to care about them at school.**
Follow-up Questions:	• What has made you feel supported and cared for by colleagues in the past? • Do you get this support and care from colleagues frequently?

Finding from survey question:	**Faculty disagree that they are treated fairly by their colleagues.**
Follow-up Questions:	• In what ways do you collaborate with colleagues? • Do you and your colleagues feel you can rely on each other? • Without using names, can you describe an experience where a colleague treated you or someone you know unfairly?

Specific Diagnostic Follow-Up Question Bank (cont.)

The below questions are options to gain details and clarity on each of the EAB morale diagnostic questions in the **'Time and Resources'** threat area.

Threat Area: Time and Resources

Finding from survey question:	**Faculty disagree that they have the materials and resources needed to do their jobs well.**
Follow-up Questions:	• What materials do you find yourself needing that the school does not provide? • What staffing resources are missing that would help you perform better at your job (e.g., substitute teachers)? • Describe an experience where you didn't have the right materials or not enough staff support to do your job. What happened?

Finding from survey question:	**Faculty disagree that they have a manageable workload most days.**
Follow-up Questions:	• Could you walk us through a typical day? • What tasks are you doing in an average day and how long do they take? • What parts of your workload do you think take more time than they should? • How many hours a week on average do you spend completing work outside of the school day?

Finding from survey question:	**Faculty disagree that they have the training and skills needed to do their best at work.**
Follow-up Questions:	• What professional development experiences have been most useful to you? *(In follow-up: Can you explain why?)* • Which have been least useful? *(In follow-up: Can you explain why?)* • Describe an experience where you received training or professional development that you could not translate into the classroom. • In what teaching or job skill areas do you think you and your peers would benefit from more support?

Specific Diagnostic Follow-Up Question Bank (cont.)

The questions below are options to gain details and clarity on each of the EAB morale diagnostic questions in the '**Leadership Trust and Values Alignment**' threat area.

Threat Area: Leadership Trust and Values Alignment

Finding from survey question:	**Faculty disagree that they understand how their daily work contributes to their school's mission.**
Follow-up Questions:	• How would you describe the school's mission? • Can you explain how that mission connects to your daily work? • Are there tasks you spend time on consistently that do not align with your understanding of the school's mission? How so?

Finding from survey question:	**Faculty disagree that the actions of school leadership reflect the school's mission and values.**
Follow-up Questions:	• How would you describe the school's mission and values? • How frequently are you notified of school leadership's actions and decisions regarding the school community? • Describe an action or decision that school leadership made that you *did* understand (whether or not you agreed with it). • Describe an action or decision that school leadership made that you *did not* understand (whether or not you agreed with it).

Finding from survey question:	**Faculty disagree that they are treated fairly by school leaders.**
Follow-up Questions:	• How do you collaborate with school leaders? • Do you feel that you can rely on school leaders for support? • Without using names, can you describe an experience where a school leader treated you or someone you know fairly? • Without using names, can you describe an experience where a school leader treated you or someone you know unfairly? • What could that school leader have done instead?

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Specific Diagnostic Follow-Up Question Bank (cont.)

The below questions are options to gain details and clarity on each of the EAB morale diagnostic questions in the **'Ownership and Input'** threat area.

Threat Area: Ownership and Input

Finding from survey question:	Faculty disagree that they have ownership and control over their teaching practice and classroom.
Follow-up Questions:	• What parts of your teaching practice do you feel you have the most control over? • What parts of your teaching practice do you feel you have the least control over? • Who makes decisions over your teaching practice and your classroom? • Describe a time when you felt you had ownership over your classroom. • Describe a time when you felt you did not have ownership over your classroom.

Finding from survey question:	Faculty disagree that their opinions are heard and valued by school leaders.
Follow-up Questions:	• When have you had opportunities to share your opinions and input with school leaders? • Can you explain a time when you felt your voice was heard by school leaders? • Can you describe a time when you felt your voice was not heard by school leaders?

Finding from survey question:	Faculty disagree that in their current role, they get to do what they do best every day.
Follow-up Questions:	• As a faculty member, what do you feel you do best? • Do you feel you get to use that skill or talent regularly? • What prevents you from feeling that you have the opportunity to do your best work? • What helps you feel like you are doing your best work?

Specific Diagnostic Follow-Up Question Bank (cont.)

The below questions are options to gain details and clarity on each of the EAB morale diagnostic questions in the **'Recognition and Value'** threat area.

Threat Area: Recognition and Value

Finding from survey question:	**Faculty disagree that they are recognized for excellent work by school leadership.**
Follow-up Questions:	• In what ways do school leaders recognize excellent faculty work? • Describe a time when school leaders recognized when you did excellent work as a faculty member. • Describe a time when you think school leaders missed an opportunity to recognize excellent work by you or your colleague(s).

Finding from survey question:	**Faculty disagree that they feel valued for their work as a faculty member.**
Follow-up Questions:	• What makes you feel valued as a faculty member? • What makes you feel not valued as a faculty member? • Describe an experience that made you feel valued as a faculty member. • Describe an experience that made you feel not valued as a faculty member.

Finding from survey question:	**Faculty disagree that they have received recognition for doing their job well (weekly).**
Follow-up Questions:	• How long ago was the last time you received recognition for doing your job well? • Who most often gives you recognition when you receive it? • Describe a time you received recognition that was meaningful. • Describe a time that you received recognition or appreciation that was less (or not very) meaningful.

Specific Diagnostic Follow-Up Question Bank (cont.)

The below questions are options to gain details and clarity on each of the EAB morale diagnostic questions in the '**Professional Growth**' threat area.

Threat Area: Professional Growth

Finding from survey question:	**Faculty disagree that the school has provided opportunities to learn and grow as a faculty member within the last year.**
Follow-up Questions:	• What opportunities have you had to improve your teaching practice across this past school year? • Which of these opportunities have been most valuable to you? • Can you share why those opportunities have been valuable? • Which of these opportunities have been most the least valuable to you? • Can you share why those opportunities have been least valuable?

Finding from survey question:	**Faculty disagree that their direct supervisor supports their career aspirations and goals.**
Follow-up Questions:	• When is the last time you had a conversation with your direct supervisor (or someone else at the school) about your career goals? • Who do you most often have these conversations with? • When you have these conversations, can you explain what makes them helpful or not helpful? • When you have these conversations, how are you supported and encouraged to pursue these goals?

Finding from survey question:	**Faculty disagree that there is a path forward for professional growth at the school.**
Follow-up Questions:	• Can you describe what you see as options for a professional path forward at the school? • Can you describe what a professional path forward could be if you remain in the classroom? • Can you describe what a professional path forward could be if you leave the classroom but remain at the school?

Qualitative Input Question Bank (cont.)

Included here are some more general ways to frame questions. These can serve as a general starting point to ask faculty questions about threat areas or survey questions. Be sure to provide context as to why you are focusing on these specific questions. Share with faculty that you are following up on survey results (or potential survey results) and these are areas that the school scored lower on, so you are looking to get additional details to inform next steps.

Additional Questions for Specific Threat Areas, Survey Questions

- Why do you think [*threat area, survey questions*] surfaced as an issue at the school?
  - *Specific example*: Why do you think faculty responded to the survey that they feel unsafe or unwelcome at school?
- How is [*threat area, survey questions*] different now than it was in the past?
  - *Specific example*: How is feeling safe or welcome at school different than in the past?
  - *Follow up:* What changed?
- What has the school done to try to address [*threat area, survey questions*] in the past?
  - *Specific example*: What has the school done to try to address school safety/create a welcoming environment in the past?
- What has worked to address [*threat area, survey questions*] in the past?
  - *Specific example*: What has worked to address school safety/create a welcoming environment in the past?
  - *Follow up*: What hasn't worked?
- Can you tell me more about why you think [idea] did or didn't work?

Qualitative Input Facilitation Tips

This tool will help facilitators to conduct formal qualitative input sessions.

TOOL

Facilitator Tips

Use the following tips and phrases to help facilitate productive conversations about the causes of low faculty morale.

Tip #1 Be Direct to Ensure Every Voice Is Heard

The best facilitators manage conversations so that one or a few participants don't dominate the conversation, and so that the conversation stays on topic. The facilitator should aim to find balance between involving quiet or inactive participants without discouraging more talkative participants.

Direct Phrases to Balance the Conversation

- "Thank you, [*name*], for sharing that. I'd love to hear from others on that topic as well."

- "Thanks, [*name*] for sharing that. I'd like to hear how others feel on that topic. [*Other name*], what were your experiences with that?"

- "It's wonderful that you have so much to share about [*the topic*] and if we have time later, we can discuss it more fully. Right now, I'd like to get back to [*the original question*]."

Tip #2 Prompt Additional Conversation Without Interfering

While facilitators should encourage conversation and interrupt as little as possible, probing for additional details or alternative points of view is encouraged.

Probe Type	Example Questions
• Clarify a response	• "Can you say more about that…"; "Can you share an example…"
• Elicit additional details	• "What experiences have made you feel that way?"; "Is there more you'd like to share?" or "Is there more you'd be willing to share?"
• Encourage alternative point of views	• "Has anyone had a different experience?"; "Does anyone see it differently?"; "What about other points of view?"

Sources: NCIEC, The Art of Facilitating Focus Groups, 2011. , McNamara, Carson, Basics of Focus Groups, 2006; OMNI, Toolkit for Facilitation Focus Groups, Accessed April 2022; United Nations University Press. EAB interviews and analysis.

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Facilitator Tips (cont.)

Use the following tips and phrases to help facilitate more productive conversations aimed to further understand the causes of low morale.

Tip #3 Remain Neutral

Non-Neutral Phrases to Avoid	Exchange with More Neutral Phrases
• "Correct"	• "Thank you" or "Thank you for sharing"
• "Excellent"	• "Ok"
• "I can't believe it"	• "Go ahead"
• "That's impossible!"	• "Would anyone else like to share their experience?"
• "Are you sure it happened that way?"	• "That's helpful, thanks"
	• "Tell me more"

Tip #4 Employ Quick Strategies If Conversation Is Slow

Facilitators should be comfortable with some silence. However, if the conversation is too quiet, they can employ easy strategies to encourage participants to share.

Strategies to Encourage More Conversation

• *Silently Count to 10:* The facilitator should silently count to 10 to give participants an opportunity to collect their thoughts.

• *Round Robin:* The facilitator asks each participant to take a turn to share their specific thoughts on each question in the script.

• *Write-then-Share:* The facilitator poses a question and encourages participants to jot down their thoughts, then encourages participants to share what they've written.

• *Paired Sharing:* The facilitator first asks participants to share their thoughts on a particular item with just one other person. After, they are encouraged to share those thoughts with the rest of the group. This works particularly well with more sensitive topics, because participants get a chance to 'feel out' another's reaction. Keep in mind, this method is not the most time-efficient technique.

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Notetaking and Summary Guides for Qualitative Input

This tool will help schools document and synthesize qualitative information from faculty, regardless of how they collect qualitative input. Schools will scale the amount of information documented depending on the setting(s) in which they choose to collect qualitative input.

TOOL

Live Notetaking Guide

Include Goal of Session:

- The facilitator and notetaker should clarify what the goal of this session is (i.e., identify more detail to diagnose causes of low morale, elevate faculty voice) in advance.

Provide Details of the Session:

- The notetaker should record the details of this session including the facilitator, notetaker, total number of participants, location, date and time, and session length.

Live Notetaking Tips:

- Facilitators should share the questions they plan to ask with notetakers ahead of the meeting, and notetakers should list those questions on their note form in advance. However, they should also leave notetaking space for when the conversation goes 'off-script' to probe for more information, etc.

- Notetakers can also add notes about the conversation based on observed body language (e.g., eye rolling) and tone.

- Facilitators and notetakers should agree on notetaking preferences in advance. Things to consider:

    - Will there be a recording the notetaker can revisit for details? If so, ensure participants are aware and that the notetaker actually has time to listen in follow-up.

    - Is the goal of these notes to transcribe as closely as possible? Or is the goal to just highlight key takeaways live and note the essentials of the conversation?

    - How will the notetaker ensure anonymity of participants?

Qualitative Input Summary Guide

Note: The facilitator and notetaker should take 5-10 minutes to debrief and agree on the key takeaways from the session and discuss what could be improved for future sessions to make them more productive.

Include Overall Key Takeaways:

- The goal is to highlight the 3-5 biggest takeaways from this session.
- Focus on root-cause problems of morale that faculty highlighted or moments when faculty pointed out a problem that was unexpected.
- The main point of each takeaway should be summarized in one, bolded sentence, with 2-3 supporting sentences to add additional information.
- Keep these points short and concise.

Summarize Key Findings for Each Question:

- This includes an overall summary of each question in the conversation to give readers/school leaders an understanding of what was discussed for each question asked.
- Keep the summary for each question concise—1-2 sentences each.
- Supplement with specific examples, stories, or paraphrased quotes from participants when useful.

Highlight Any Red Flags:

- This should be reserved for major problem areas or hostility that may have come up during the conversation. This section will likely be blank/absent for most sessions.
- Use this section to alert the reader/school leader of any extreme emotional context in the room and/or if direct follow-up might be necessary (with sensitivity toward anonymity).

Prosper ISD Stay Interview Case Study

This tool will help schools plan and conduct stay interviews with faculty. It includes an overview of Prosper ISD's stay interview strategy including the questions they use during these conversations. Note that this is an example from a partner at a public school district who now works at Episcopal School of Dallas.

TOOL

Prosper ISD Stay Interview Case Study

Use the case study below from Prosper Independent School District (ISD) in Texas to inform your school'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.

Communication of 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 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
> **Former Director HR, Prosper Independent School District**
> **Current Director HR, Episcopal School of Dallas**

Prosper ISD Stay Interview Case Study (cont.)

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

Prosper ISD Stay Interview Questions

These are questions Prosper ISD uses that can serve as a starting point for schools. Stay interviews are also a good opportunity to incorporate questions from the question bank (pages 15-22) to get more details on threat areas and survey follow-up. Prosper ISD spends more time on different questions, depending on the teacher's 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 that 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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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.