



**Welcome!**  
**Introduce Yourself in the Chat!**



Share your name,  
district, and your role

SUPERINTENDENT RESEARCH BRIEFING

# **District-Level Strategies for Improving Teacher Morale**

Presented by the District Leadership Forum



Events for District Leaders

## Superintendent Research Briefings

We summarize the latest research on K-12's biggest challenges to help district leaders *get smart* and *make progress*.

“

EAB's research and information are some of the best I've seen...**simple, concise, easy to understand.**

”

*Superintendent,  
Missouri School District*



# The District Leadership Forum

A Comprehensive Partnership Designed to Help District Leaders Accelerate Progress on Critical Challenges



## Best Practice Research

- Annual Forum research agenda
- Custom reports on district-specific issues
- Online library with research briefs and insight papers

## Shared Learning Network and Professional Development

- Executive roundtables for superintendents
- Best practice presentations and workshops for your team
- Executive skills trainings for principals

## Planning and Implementation Support

- Personalized implementation pathways
- Implementation planning cohorts, toolkits, and resources
- Unlimited access to strategic advising from EAB experts

# Working Together To Tackle Today's Most Pressing Challenges

## Where Partners Have Directed Our Research So Far...

Select examples



Raising Early Literacy Scores



Reducing Disruptive Behavior



Raising Teacher Morale



Minimizing Chronic Absenteeism



Preventing Mental Health Crises



Developing Effective Principals



Closing College Access Gaps



Integrating Career Development



Managing District Flashpoints

## What We're Working on Next

Latest requested topics of focus

### 2024 Agenda



Navigating Opportunities and Pitfalls of AI



Building a High-Performance District

### 2025 Agenda (Pending Confirmation)



Managing the Changing Educator Pipeline



Solving the Math Underperformance Equation

100+ issues addressed in our research library

# Joining You Today



**Jen Slavick**

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**Mary Allen Langford**

*Managing Director,  
K-12 Partner Development*

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## Connect with EAB

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# Many Thanks to the Advisors of this Work

## Teacher Morale Advisory Council

Session #1 Participants

## Districts Profiled in Research

- |  |   |
|--|---|
|  <p><b>Crest Public Schools</b>, Nebraska<br/>Josh McDowell, <i>Superintendent</i></p>       |  <p><b>Arkport Central SD</b>, New York<br/>Jesse Harper, <i>Superintendent</i></p>  |
|  <p><b>Coxsackie-Athens Central SD</b>, New York<br/>Randy Squier, <i>Superintendent</i></p> |  <p><b>Harvard CUSD</b>, Illinois<br/>Corey Tafoya, <i>Superintendent</i></p>  |
|  <p><b>Goddard Public Schools</b>, Kansas<br/>Justin Henry, <i>Superintendent</i></p>        |  <p><b>Norton Public Schools</b>, Massachusetts</p> <ul style="list-style-type: none"> <li>• Joseph Baeta, <i>Superintendent</i></li> <li>• Jen O'Neill, <i>ASI Teaching &amp; Learning</i></li> </ul> |
|  <p><b>Iowa City Community SD</b>, Iowa<br/>Matt Degner, <i>Superintendent</i></p>           |  <p><b>Parkway Public Schools</b>, Missouri</p> <ul style="list-style-type: none"> <li>• Keith Marty, <i>Superintendent</i></li> <li>• Chelsea Watson, <i>Deputy Superintendent</i></li> </ul>         |
|  <p><b>Perry Local SD</b>, Ohio<br/>Kelly Schooler, <i>Superintendent</i></p>                |  <p><b>Prosper ISD</b>, Texas<br/>Bernadette Gerace, <i>ED Human Resources</i></p>   |
|  <p><b>Salem City Schools</b>, Virginia<br/>Curtis Hicks, <i>Superintendent</i></p>          |  <p><b>Republic School District</b>, Missouri<br/>Matt Pearce, <i>Superintendent</i></p>   |

# Objectives for This Session



Discuss the **presence and impact of low morale among teachers in schools today**



Deconstruct the **process successful organizations leverage** to raise and sustain employee morale



Provide **concrete steps that you and your team can take to launch the adoption of this proven process in your district today**

# Working in Schools Just Keeps Getting Harder



## Not Only Are District Leaders' Jobs Harder Than Ever...

### Evergreen Challenges Worsen

- Expanding academic gaps and needs
- State accountability and mandates
- Decreasing funds

### New Challenges Always Emerging

- COVID closures
- Mask and vaccine conflicts
- Mental health crisis
- CRT and other polarization

## But the Teaching Profession **Keeps Getting Harder, Too.**





# Ever-Increasing Challenges Make Progress an Uphill Battle

“We’ve had to pause our strategic plan this year because of teachers...and learning acceleration is a pipe dream at this point. Teachers are barely holding on let alone innovating in how they are pacing and accelerating learning. And *it isn’t that they can’t do it—they have the skills...They are just too spent to do anything new.*”

*Superintendent*  
Large School District, Alabama



# Tackling Teacher Morale Is Best Bet for Progress



## Limits on What District Leaders Can Do to Improve Situation



### Hire More Teachers?



Nearly 30% of teacher education programs saw **a decline in enrollment** this year.



### Increase Salaries?



Public school dollars are tight, finances are highly regulated, and **competitive pay is a long way off**.



### Reinvent Public Perception?



“What we need is a public figure to be to teachers **what Ronald Reagan was for the American soldier.**”

## Improving Morale Only Remaining Lever



What we can do is make sure [teachers] have as much of a positive experience at school as possible. That is what we are trying to do-- show teachers they are valued and appreciated since they are doing so much.”

# Why Are We Talking About “Morale?”



## *Morale Synonyms are Close, But Not Quite Right*

### ✘ **“Stress” can help accomplish goals**

Definition: Pressure or tension resulting from demanding circumstances

### ✘ **“Dissatisfaction” too low a bar**

Definition: Contentedness, comfort with a job

### ✘ **“Burnout” often too narrow in scope**

Definition: Feeling unable to do the job because of unmanageable stress

### ✘ **“Demotivated” implies lack of care**

Definition: Less eager to work



Whereas burnout happens when teachers are entirely depleted, demoralization happens when teachers are consistently thwarted in their ability to enact the values that brought them to the profession.”

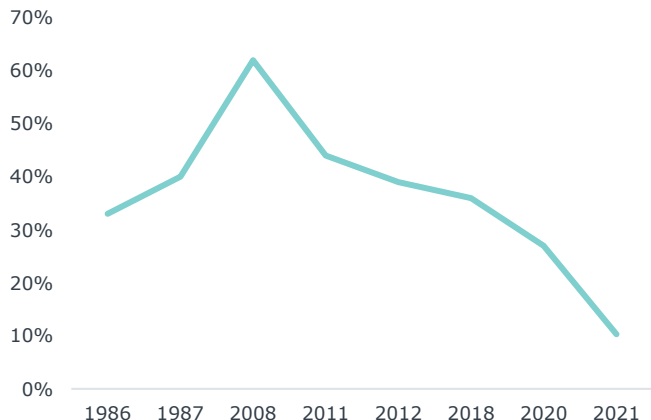
*Doris A. Santoro*

Author, *Demoralized: Why Teachers Leave the Profession and How They Can Stay*

# Morale Will Not Improve Without Action

## The Decline of Teacher Morale Overtime

Data from from NCES, MetLife and EAB<sup>1</sup>



88%

Of district leaders agree teacher morale is **worse today** than five years ago<sup>2</sup>

75%

Of teachers report **morale is lower** than pre-pandemic<sup>3</sup>

70%

Of teachers agreed they are **not able to be the best teacher** they can be for students<sup>2</sup>

## And the Future of Morale, As It Is, Discouraging

- Teacher responsibilities keep increasing
- Data trends on morale over past 20 years unpromising
- Crises (e.g., COVID) that exacerbate low morale will likely evolve into new crises

1) N = 4,000; n = 1,000; n = 2400

2) Data from EAB's Teacher Morale Survey, 2021

3) Data from EdWeek

# Low Morale Is Bad for Students, Bad for Districts



## Negative Impacts on Districts

~80%

Of partners agree that initiative fatigue has led them to postpone their learning acceleration plans until next year.

~50%

Of partners report an increase in mid-year resignations this year.

## Negative Impacts on Students

70%

Of relevant studies concluded that teachers with the lowest morale also had the lowest academic student outcomes across core subjects.

78%

Of middle and high school students report feeling less interested in class when their teachers appear “unenergized” or “disengaged.”

## At A Time When...



Students Academic and SEL Needs at All-Time High



Growing Substitute and Teacher Shortages



Public Perception of Public K12 Is Strained

## Mental and Physical Health in Jeopardy

### Increased Physical Health Risks

**23%** Increase in chances of a heart attack



Tied to higher likelihood of Type 2 diabetes, coronary heart disease, headaches, respiratory and gastrointestinal issues.<sup>1</sup>

### Increased Mental Health Risks

**10%** Increase in chances of a major depressive episode

## WHO Acknowledges Threat to Health

In 2019, WHO categorized the extreme form of low morale, burnout (defined as chronic, unmanaged workplace stress) as “**an occupational health hazard**” for the first time because of its known negative impact on individual health and wellbeing.

1) Additionally tied to a higher likelihood of cardiovascular disorder, prolonged fatigue gastrointestinal issues, respiratory problems, severe injuries, and mortality below the age of 45 years.

Sources: Patel, Chandani, M.D., ABC News, [Job Stress Linked to Increased Heart-Attack Risk](#), September 2012; Salvagioni, Denise Albiéri Jodas et al. “[Physical, psychological and occupational consequences of job burnout: A systematic review of prospective studies.](#)” PLoS one vol. 12,10 e0185781. 4 Oct. 2017, doi:10.1371/journal.pone.0185781; Turner, Ashley, CNBC, [The World Health Organization recognizes...](#), May 2019; Wang, Jianli, National Library of Medicine, [Work stress as a risk factor for major depressive episode\(s\)](#), June 2005; EAB interviews and analysis.

# Districts' Current Efforts to Improve Morale Fall Flat

## Wellness And Teacher Appreciation Most Common Strategies To Improve Morale



80%

Of partner districts offer **wellness supports** to employees as their #1 strategy for improving morale



95%

Of partners share that **increasing teacher appreciation efforts** is the #2 most important part of their strategy

## But Despite Good Intentions, Morale Has Stayed Low

“Despite our efforts, this is probably the worst years we have seen for teacher morale. We are doing what we can, but **we are kind of at a loss.**”

*Superintendent  
Midwestern School District*

# Some Efforts Doing More Harm Than Good

## Some efforts causing backlash from teachers



"One day soon we're going to have a conversation about how the term 'self care' is being weaponized against teachers. No amount of yoga or massages will fix this. Educators are operating in full crisis mode and need structural changes from the top."

Dr. Tracy Edwards  
[@tracyrenee70](https://twitter.com/tracyrenee70)





# EAB's Four-Part Research Methodology

Exploring Beyond K-12 to Uncover the Secret to Success



- **Review Existing Research**  
50+ years of research on psychology of motivation, morale, and engagement studied

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- **Conduct Nationwide Survey**  
2600+ teachers and district/school leaders surveyed by EAB to capture current state of morale and engagement

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- **Analyze Critical Factors**  
130+ key factors analyzed for impact on teacher morale

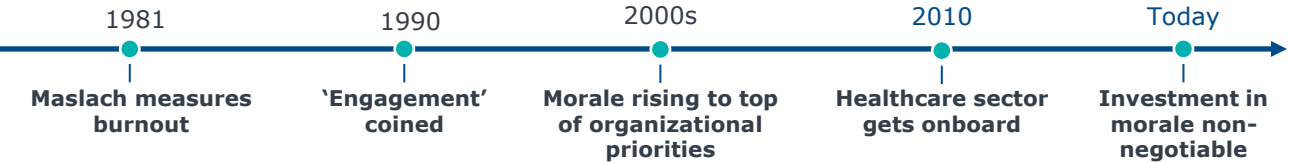
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- **Search for Aligned Best Practices**  
100+ organizations examined for best practices to raise employee morale and engagement

# K-12 Behind on Investment in Morale



## Two Decades of Morale Investment Across Other Industries



## But School Districts Lagging Behind

- ❌ Morale metrics uncommon in district success assessment
- ❌ Annual climate surveys still the industry's standard
- ❌ Piecemeal strategy to improve teacher morale the norm
- ❌ Narrow focus on retention and recruitment
- ❌ No dedicated owner
- ❌ Leaders cannot articulate an overarching strategy

Sources: 15five, "[Ultimate Guide to Employee Engagement: What It Is, Why It's Important, and How to Measure It](#)", Accessed 8February, 2022; Merlino, James, Raman, Ananth, "[Health Care's Service Fanatics](#)", *Harvard Business Review*, May 2013; EAB interviews and analysis.

# 'Doctor' Archetype Most Likely to Improve Morale

...But Also, Least Common in Public Education

80% of Districts

## CAREGIVER



Heavily invests in employee wellness and ramps up one-off appreciation efforts

17% of Districts

## GENERALIST



Attempts to operationalize every morale factor they can find

3% of Districts

## DOCTOR



Slows down to diagnose the root problem of morale and partners with employee to solve it

# Diagnosis & Partnership Key to Doctor's Success



## Specific Morale Strategies Not as Important...



## ...As Choosing a Morale Strategy Like a Doctor



### The Morale Doctor

- Diagnoses organizations' unique **root causes** of low employee morale
- Designs approach and solutions in **partnership with employees**

# Three Steps to Become a Morale ‘Doctor’

## EAB’s Teacher Morale Momentum Loop



Diagnose Causes of Low Morale Using a Quarterly Diagnostic System

Prioritize 1-2 Threats to Morale at a Time Based on Impact & Feasibility

Involve Teachers in Co-Designing Solutions by Lowering Input Barriers

# An Updated System Requires Updated Mindsets

## Five Commitments Underpin Continuous Morale Improvement



Believes that **organizations can improve morale** and takes ownership



Recognizes that **sources of low morale will vary** between districts



Commits to **understanding problem before acting**



Tests **1-2 ideas at a time**



**Revises solutions each year** using teacher feedback

# Cracking the Code on Teacher Morale



## 1 Diagnose Causes of Low Morale Using a Quarterly Diagnostic System

1. Quarterly Morale Diagnostic Questions
2. Teacher Productive Conversation Guide
3. Proactive Stay Interviews

## 2 Prioritize 1-2 Threats to Morale at a Time Based on Impact & Feasibility

4. Threat Prioritization Playbook
  - Solvable Threats Register
  - Threat Decision Matrix
  - 60-Minute Decision Agenda

## 3 Involve Teachers in Co-Designing Solutions by Lowering Input Barriers

6. Morale Booster Compendium
7. Time Bank Incentives
8. Scaled Input Social Media Posts



# Cracking the Code on Teacher Morale



## 1

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**Involve Teachers in Co-Designing Solutions** by Lowering Input Barriers

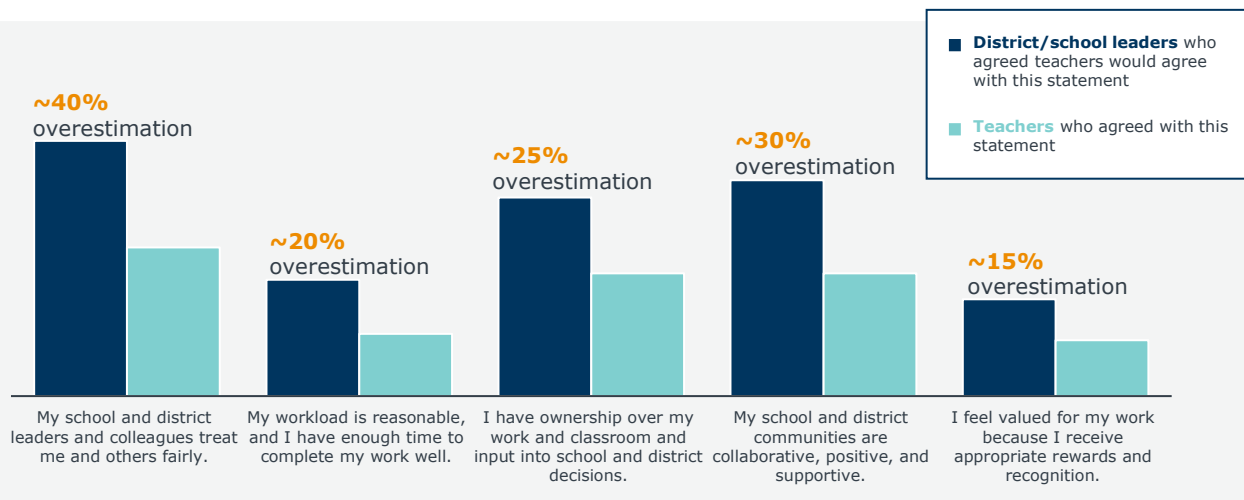
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# Leaders Often Misunderstand Threats to Morale

## Leadership Versus Teacher Perspectives on Morale Threats EAB Teacher Morale Survey, October 2021<sup>1</sup>

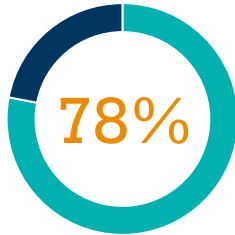


1) Based on data from 2600 surveyed school and district leaders and teachers



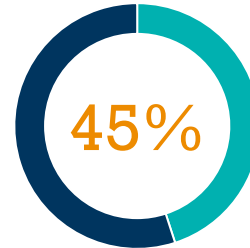
# For Better Results, Leaders Must Ask Better Questions

**Few leaders are clear on causes of low morale**



Of organizations<sup>1</sup> do not know what drives their employees' disengagement

**Less than half attempt to move from measurement to diagnosis**



Of organizations<sup>1</sup> claim to regularly diagnose employee engagement

1) Based on data from 600 surveyed executives across 20 industries



# Current Approaches to Diagnosis Miss the Mark

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## Annual Climate Surveys Flawed

- ✘ Conducted too infrequently (once annually or less)
- ✘ Focus more on measurement than diagnosing threats
- ✘ Fail to communicate results and action in a timely fashion (causes survey fatigue)

## Teacher Conversations Often Unproductive

- ✘ Ask questions that leaders cannot respond to, undermining teacher trust
- ✘ Often only hear from the 'loudest voices in the room'
- ✘ Focus on sourcing solutions too early in the process rather than diagnosing problems



# Defining Categories for Threat Diagnosis

## Rigorous Analysis to Identify Diagnostic Questions

- ✓ Synthesized 130+ morale and engagement theories
- ✓ Adapted preeminent research in this field (Maslach, Gallup) for K12
- ✓ Analyzed 250+ engagement survey questions
- ✓ Applied findings and feedback from EAB's fall teacher morale survey

## Six Threat Categories to Assess

1. Personal safety and belonging
2. Time and resources
3. Leadership trust & values alignment
4. Ownership and input
5. Recognition and value
6. Professional growth



# Use EAB's Diagnostic Questions

## To Make Quantitative Diagnosis Easier for School Districts

**Sample EAB  
Diagnostic Questions**

1. *I have the materials and resources needed to teach well.\**

Strongly disagree    1    2    3    4    5   Strongly agree

2. *I have a manageable workload.\**

Strongly disagree    1    2    3    4    5   Strongly agree

3. *The actions of district leadership reflect my school district's mission and values.\**

Strongly disagree    1    2    3    4    5   Strongly agree

4. *The actions of school leadership reflect my school district's mission and values.\**

Strongly disagree    1    2    3    4    5   Strongly agree



Assesses **6 Research-Backed Threat** Areas



Designed for Up To **Quarterly Use**



Fewer Than **20 Questions**



Customized for **K-12**

\*Specifics of questions subject to change

Sources: [Advisory Board](#), 2022; Gallup, "Gallup's Employee Engagement Survey: Ask the Right Questions With the Q12 Survey", Accessed December 2021; Mashlach, Christina, "Six areas of workplace...", Journal of Health and Human Services Administration, February 1999; Qualtrics, "The ultimate guide to employee pulse surveys", Accessed December 2021; Weiss, Laure, "Burnout from an Organizational Perspective", October 20, 2020; EAB interviews and analysis.






# 'Survey Fatigue' Stems from Inaction Not Quantity

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## What Causes Survey Fatigue:

- Length of survey
- Ask unsolvable questions
- Insufficient communication about survey results, next steps

## Communication Traps That Contribute to Survey Fatigue

-  Untimely (or no) communication
-  Share survey data without clear next steps for action
-  Fail to share why behind decisions

“

“The common reason people don't want to fill out your survey is that you haven't done anything since the last one. **They don't have survey fatigue; they have lack of action fatigue**”

Didier Elzinga  
Culture Amp CEO



# Avoid Survey Fatigue, Develop A Communication Plan 31



## Four Musts of Morale Communication

- 1 Communicate within 4-6 weeks of survey's close
- 2 Provide summary of survey and qualitative results
- 3 Describe next steps district intends to take
- 4 Explain consistent prioritization process that guides next steps

### ***Norton Public Schools & Arkport Central School District Use Multiple, Existing Channels***

- Monthly newsletters
- Faculty meetings
- School board meetings
- Districtwide faculty & staff meetings
- Emails from the SI

## Better Communication Increases Survey Participation

**60%**

Average engagement survey response at Norton School District, who surveys more often than average

**38%**

Increase in employee engagement when organizations use similar communication strategies

# Current Approaches to Qualitative Input Ineffective

## Districts' Typical Approach to Collecting Qualitative Input

Host town hall or faculty meetings



Include open-ended question(s) on survey and during discussions with teachers



Use exit and/or entrance interviews for teachers



## Why It Doesn't Work



Only the loudest voices are heard



Results in laundry lists of grievances and ideas that are ineffective or impractical to address



Impact is limited in scope and reactive, often too little, too late

## This Leaves Teachers Feeling...



**Undervalued**



**Ignored**



**Disengaged  
with Process**





# Improve Discussions to Better Diagnose Causes

## EAB's Conversation Guide Makes Productivity Easy

### Make Teacher Conversations More Productive

- ▶ EAB's agenda should take no more than **30 minutes**
- ▶ Base questions on established HR best practice
- ▶ Clear questions and explicit goals of agenda make the time well spent for all

### Sample EAB Agenda

#### *Intro/Opening (5 mins.)*

- Today we'll be focused on leadership trust and workload.
- What was your initial reaction to learning that we'd be talking about workload today?

#### *Questions for Discussion (20 mins.)*

- What has made you feel supported by building leaders in the past?
- What has worked to address workload in the past? What hasn't worked?

#### *Closing (5 mins.)*

- Is there anything you thought we'd talk about today that we didn't touch on?
- Timeline for updates and next steps.

## Two Ways to Use Conversation Guide



### Formal Focus Groups

*Parkway Schools, Missouri*

Holds formal focus groups during first semester specifically on morale concerns

- ✓ Provides in-depth information
- ✓ Participating teachers feel really heard



### Faculty Meeting Post-Its

*Republic School District, Missouri*

Uses post-its to gather answers from teachers to targeted question during faculty meetings

- ✓ More teachers heard
- ✓ Efficient way to get input

# Cracking the Code on Teacher Morale



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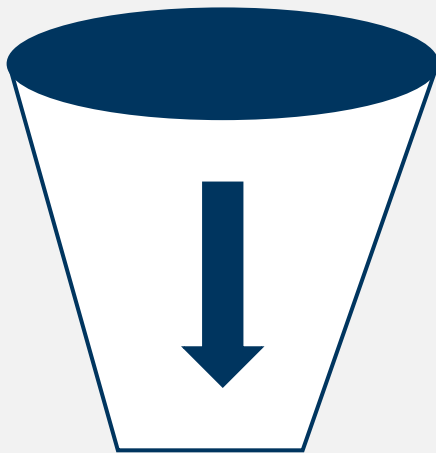
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# Efforts to Diagnose Lead to Information Overload

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*Request for Teacher Input*



**100s of survey responses**, quantitative data

**100s of comments**, qualitative responses

**10s of threats to morale** from teachers

## Common Mistakes in Responding

- ✗ Try to solve too many problems
- ✗ Prioritize projects that are “possible” rather than critical
- ✗ Select projects based on popularity
- ✗ Determine next steps without clear rationale to teachers



# Four Elements of Effective Threat Prioritization

## Threats Must Be...

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### Achievable

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



### Impactful

Select threats with the greatest likelihood to improve morale



## Prioritization Process Must Be...

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### Efficient

Make decisions quickly for timely teacher communication



### Consistent

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

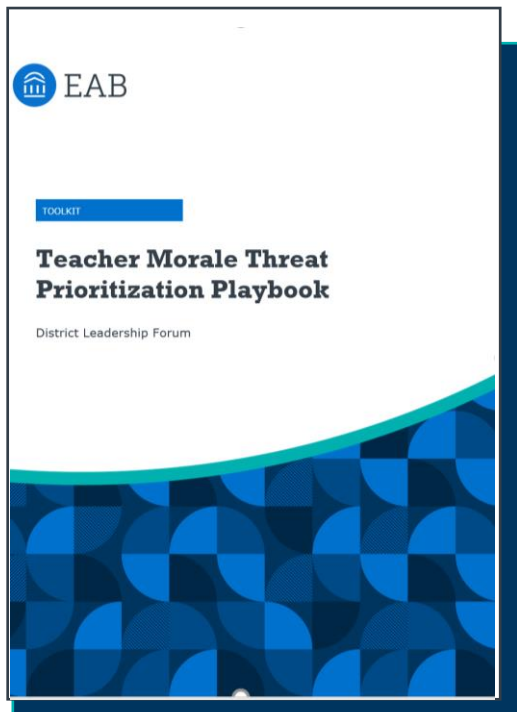




# Consistently & Efficiently Select 1-2 Morale Threats

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EAB's Prioritization Playbook Makes Effective Threat Prioritization Possible



## The Playbook Includes...



**60-minute Decision Meeting Agenda**



**Solvable Threats Register**



**Threat Decision Matrix**



# First, Translate Teacher Input into Solvable Threats

Morale Threat Register Offers 30+ Problem Statements to Get You Started

**75%**  
Of teachers disagree that the actions of district leadership reflect the district's mission and values

Broad, general threat to morale identified by diagnostic

## *Example Solvable Problems for 'Leadership & Values' Threat*

Teachers are uncertain of the district's mission and values

District leadership's actions don't clearly reflect mission and values

Teachers unaware of district leadership's actions and decisions

The link between district leadership's actions & district's mission is unclear to teachers

### **Ideal Problem Statements Are:**

- ✓ Limited to problems within your locus of control
- ✓ Comprised of branches that are mutually exclusive, collectively exhaustive (M.E.C.E)
- ✓ Based on teacher input, not assumptions



# Next, Prioritize Threats Based on Impact, Feasibility

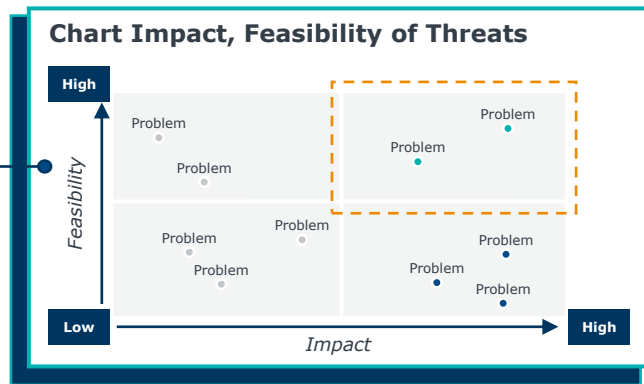
## Decision Matrix Helps Narrow Down Which Problems to Tackle



5 standardized questions to plot problems on the impact and feasibility chart



Prioritization playbook also includes threat hierarchy cheat sheet to aid in assessing impact



# Cracking the Code on Teacher Morale



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# Solution Conversations Lead to Either Silence or Noise

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...Making Co-Designing Morale Strategies A Challenge



## Silence

Leaders and teachers alike **struggle to think of potential solutions** to improve on the prioritized threats to morale



## Noise

Leaders struggle to sort through **ineffective and/or impossible potential solutions** suggested by teachers



50+

Superintendents shared with EAB during focus groups and research interviews that leaders' and teachers' inability to identify solutions that effectively solve morale threats is a **main barrier to co-designing solutions**



# Morale Compendium Offers a Starting Point

## 30+ Morale-Boosting Strategies to Jumpstart Co-Design Conversations

THREAT: TIME AND RESOURCES			
Strategy	Capstone Description	Level	Resources
School Day Schedule Audits	<p>Teachers often find that their own time and responsibilities are added to their plates. It is unclear which activities are no longer useful to continue. District or building leaders should work with teachers to audit their time to determine how days are spent and where time could be saved. Teachers should keep a journal throughout a single day of their tasks or ask teachers to build a very detailed schedule during a faculty meeting. Building leaders review these logs with their teachers at least once a year.</p> <p>Teachers at one district were able to identify content that took 30 minutes that students were not benefiting from and unit that from their curriculum moving forward.</p>	School	\$5
District-Wide Time Audits	<p>District leaders spend time annually analyzing the district calendar to determine areas where they can remove time requirements of teachers.</p> <p>One district identified that four instructional walk-throughs for teachers annually took up more time in preparation than they realized. They reduced the walk-through from four to two per teacher, saving each teacher up to 8 hours in prep.</p>	District	\$5
"Office Hours" for Parent-Teacher Conferences	<p>Parent-Teacher Conferences take up teachers' afternoons and evenings throughout the school year. Furthermore, traditional conference time is inconvenient for many families and caregivers. Instead, one school district has moved from traditional parent-teacher conferences to "office hours" which teachers schedule 8 months in advance to give all permission. They give teachers the autonomy to set their own hours to better save time and teach their student families.</p>	District	\$5
Alternative Schedules (late starts, early releases)	<p>School districts rethink the typical eight-hour, five-day-a-week school day to offer teachers more preparation and planning time without students. This typically comes in the form of a later start or early release once meeting the school schedule.</p>	District	\$555
Classroom Supplies Marketplace	<p>Teachers in some districts tend to not have the classroom supplies necessary for their students and often resort to using their own money to purchase materials such as books, pens, paper, etc. or overcrowded and unorganized and unorganized for students (e.g., carts, bins, etc.). One school district decided to collect input from teachers on what materials they needed most, purchase those materials, and build up a marketplace for where teachers could buy materials using currency the district allows.</p>	District	\$55

Includes **30+ Solutions** with Descriptions

Solutions Organized by **Six Threats**

Feasibility and Effort Guidance Included



# Use Compendium To Avoid Silence & Noise

## 1 Use Strategies for Inspiration

Share 2-4 leader-selected strategies to workshop with teachers to avoid silence during solution brainstorming

## 2 Vote on Promising Strategies

Ask teachers to vote on top strategies for prioritized threat areas to avoid too much noise or unproductive ideas

### Benefits of Using EAB's Compendium to Codesign Solutions



Maintains focus on possible solutions



Provides starting point, helps with initial brainstorming



Ensures strategies are grounded in proven strategies and research



# Show Appreciation for and Incentivize Participation



## Key Features of Time Bank Incentives



Prove to teachers that leaders value participation in morale efforts by offering time incentives for joining committees, focus groups



Ensure time rewards are reflective of actual needs or wants of the district's teachers



Scale up (or down) offered incentives based on district resources at any given time

## Potential Time Rewards

- Central office staff take lunch and/or recess duty
- Central office staff member does all printing, etc.
- Additional preparation time coverage
- An additional ½ personal day for 3+ focus group participations

# Your Loop Should Be on Repeat



## Keep in Mind When Using EAB's Morale Momentum Loop



Continue to check in on success of solutions



Deploy at district-level but empower school leaders to use too



Permanent process, the loop is never complete

# Making the Hard Work of Raising Morale Possible for Busy District Leaders

**Raising morale and engagement is not an intractable problem. But it is hard work.**  
EAB resources and support are designed to make best practice possible for those with little time.



## Survey Instrument and Analysis Support

Define root causes of low morale with questions rooted in latest research



## Guide for Gathering Qualitative Insight

Take the guesswork out of leading focus groups that yield insight and strengthen relationships



## Compendium of Best Practices

Design the right fit solutions for raising morale in your schools without starting from scratch



## Communication Templates for Every Stage of the Process

Save countless hours crafting effective communication while keeping everyone :in the loop"

**"The materials provided were amazing. There's no way we could have done this alone. You even wrote our emails!"**

Teacher Morale Collaborative participant, Cohort 1

## Joining Forces to Get Further, Faster, Together EAB Implementation Collaboratives

### Collaborative for Raising Teacher Morale and Retention



Build on a proven playbook for improving morale, engagement, and retention

*Next cohort launches: January 15, 2025*

----- *Partners will leave with:* -----



- Deep understanding of key morale and engagement drivers
- Action plan for fixing major teacher “dissatisfiers”
- School leaders trained and ready to implement plans
- An established process for year-over-year continuous improvement

### The EAB Collaborative Advantage



#### Guided Planning Workshops

Step-by-step guidance through each key-decision



#### Implementation Resources

Ready-made implementation tools, communication templates, and meeting agendas



#### Weekly Office Hours

Workshop unique questions and challenges with EAB experts



#### A Community of Peers

Connect with dozens of districts working through change

**Registration closes on December 20** for the upcoming collaborative.

# How Else Can We Help?

I'd like to speak with someone further about...

- 1 Registering for the Teacher Morale Collaborative
- 2 Joining the District Leadership Forum
- 3 Learning more about EAB's other support areas for Superintendents and their teams
- 4 Something else? Choose this option and we will follow up with you



## A Quick Ask



We value your feedback.

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Please take a few minutes to **complete the short survey** in the chat.

Thank you!



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