

Details Excellent Leaders Pay Attention to That Make Teachers Want to Stay

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Objectives for Today

- Reflect on safety, purpose and belonging for all staff at your school.
- Consider generational and experience differences throughout the planning and implementation processes.
- Identify one or two points from the presentation that will strengthen connection at your school and improve student achievement.



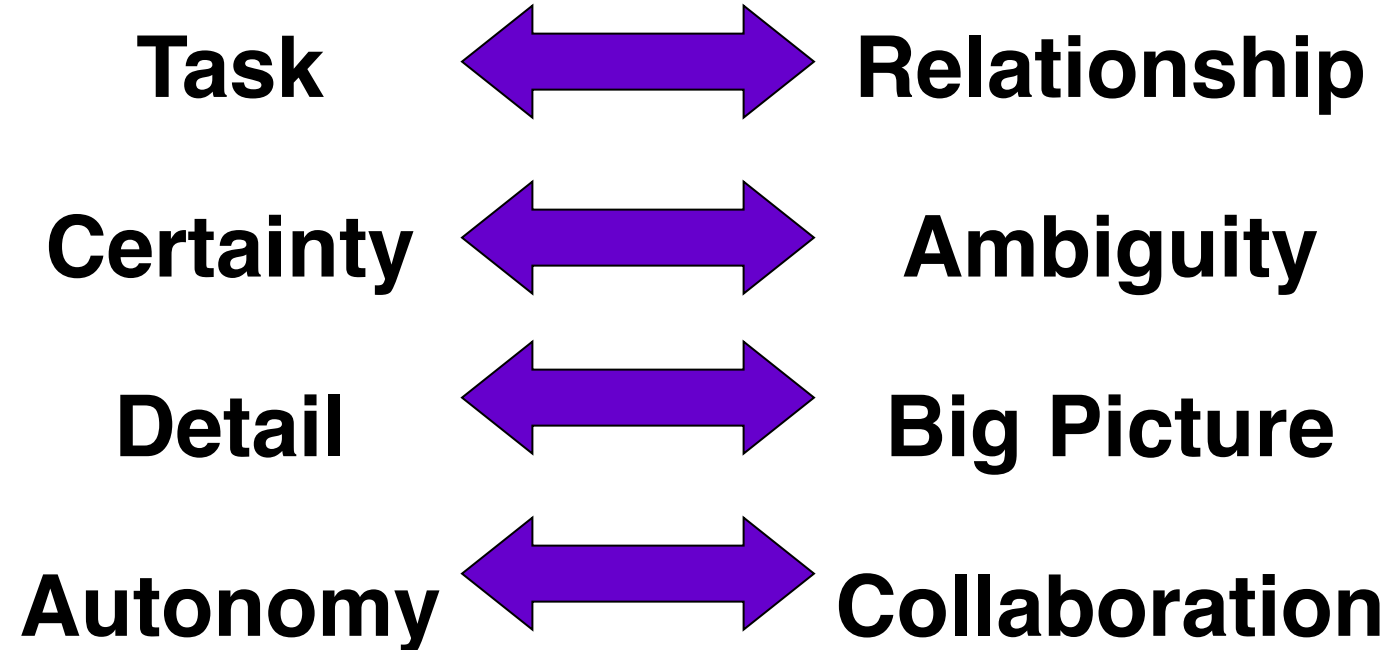
Failed Attempts to Organize This Content

- By Teacher Group
 - New Teacher, New with Experience, Early Career, Mid-Career, Veteran
 - Age
 - Emotional Status: Happy, Settled in Routine, Burned Out, Counting the Days
 - Highly Effective, Effective, Improvement Necessary or Ineffective
- By Time of the Year/Calendar
- By Theme
- By Little Things and Big Things
- By One Time Events and Ongoing Activities



There are predictable dynamics in groups.

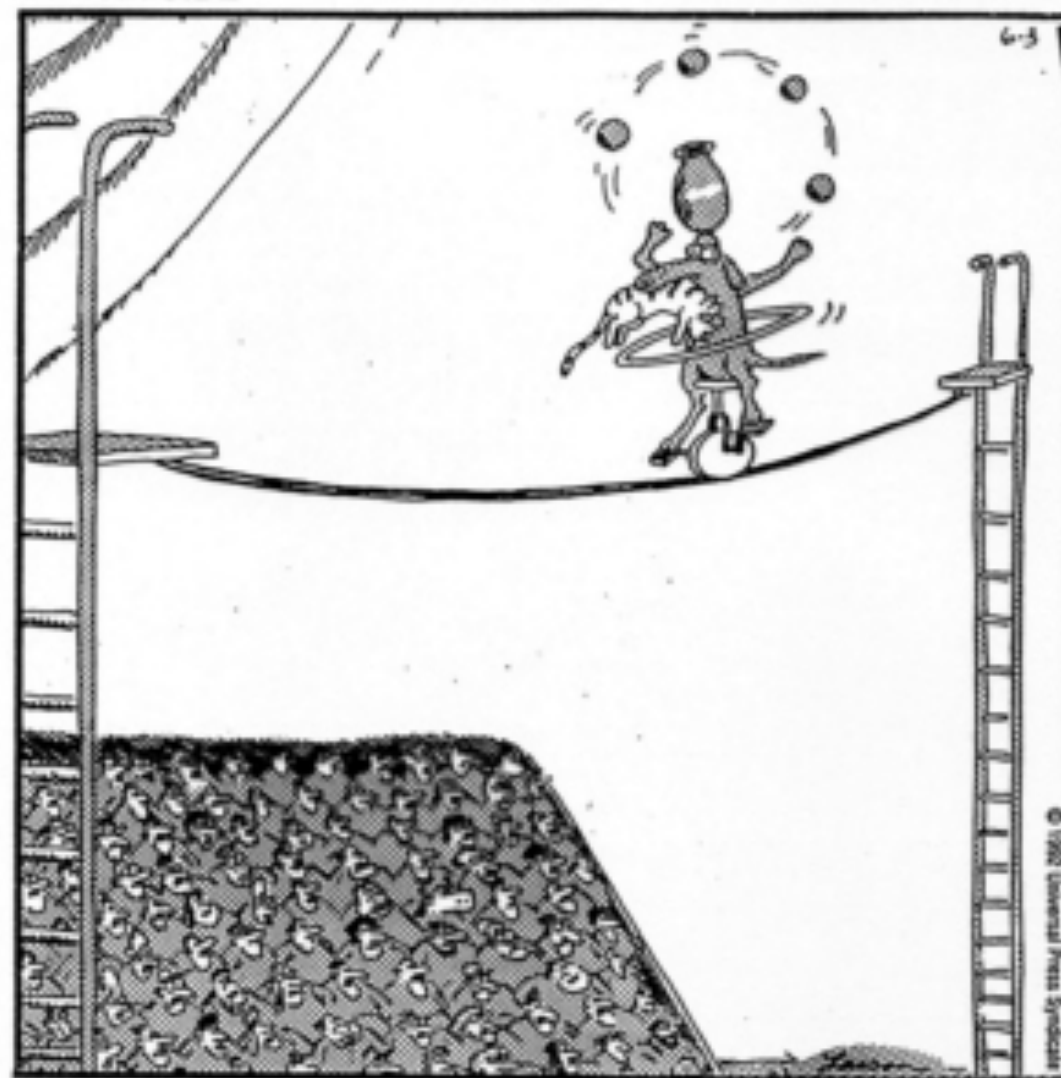
Principle: Predictable tensions arise for group members and group leaders.



What are our goals?

- As a leader, engage daily in the behaviors that strengthen connection of staff to the purpose and reinforce key values of our culture.
- Start Day 1 (or as near as possible) of 2026-2027 with a targeted plan to positively impact specific student learning outcomes. There is clarity in school goals, aligned to the state report card, to measure our success.
- Retain and build capacity in all staff (certified, support and leadership).
- Reinforce school culture focused on creating a positive learning environment for students and staff that is embedded in a collaborative school.



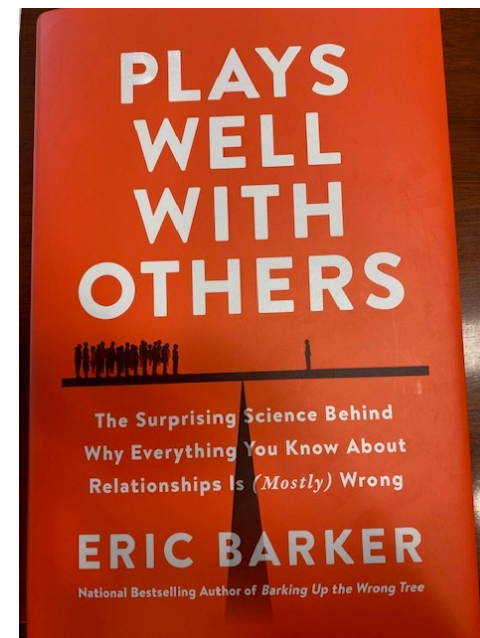
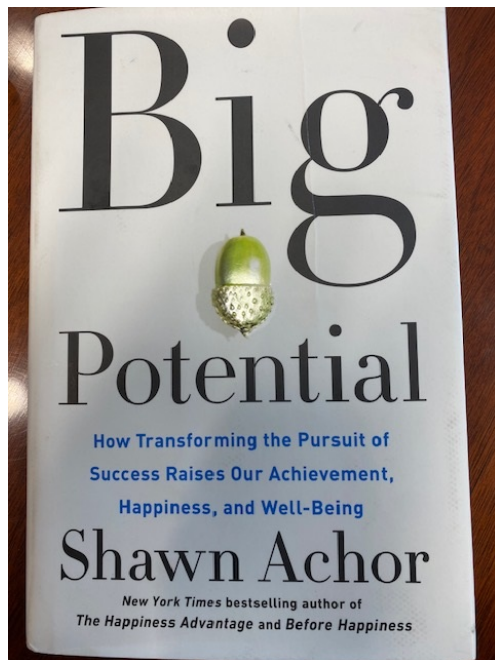
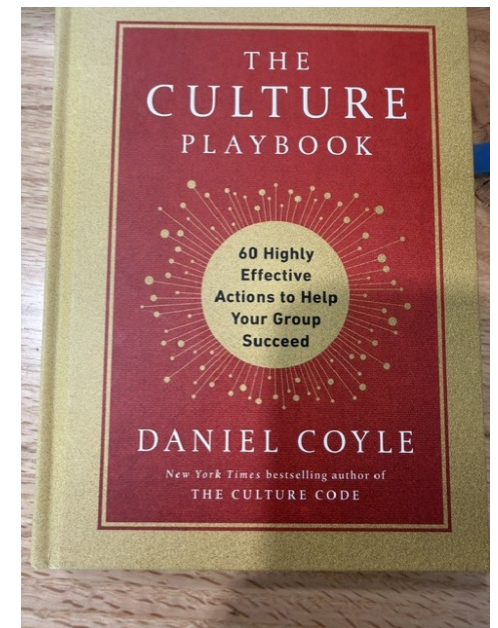
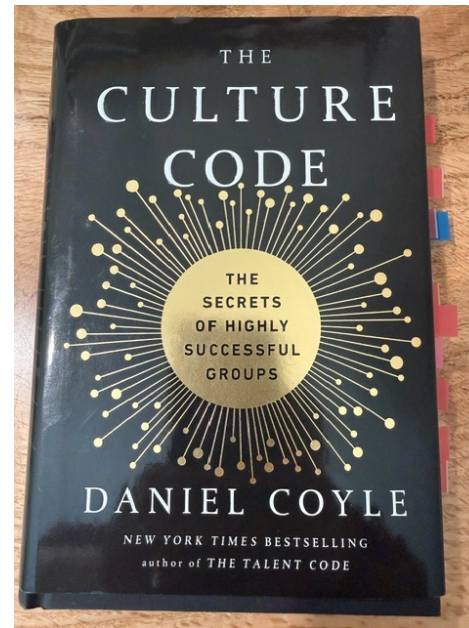
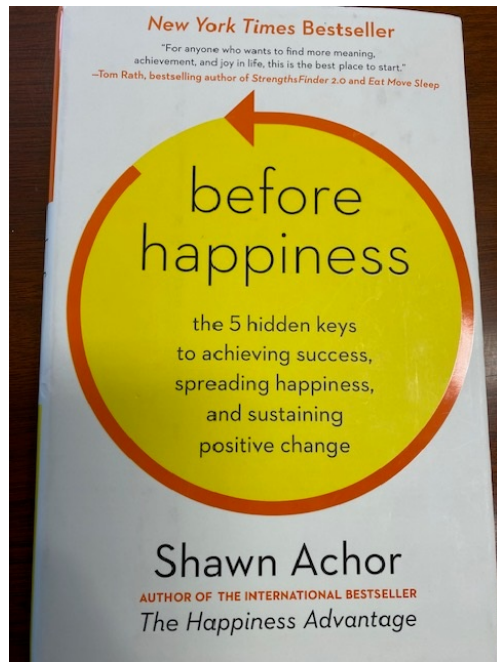
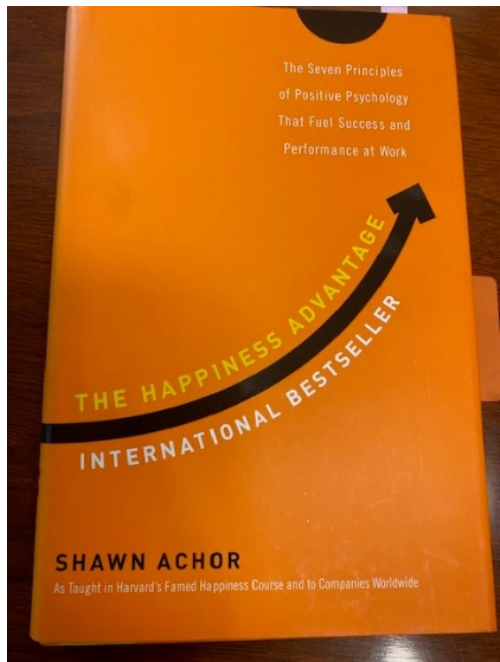


High above the hushed crowd, Rex tried to remain focused. Still, he couldn't shake one nagging thought: He was an old dog and this was a new trick.

Impact of Happiness



- Hills are less steep (10-20%) with a friend standing next to you
- Social connection is the greatest buffer against depression
- Your success and well-being are connected to the people around you
- If you are currently not happy, but surround yourself with happy people, you are 63% more likely to be happy (it doesn't guarantee it, but it significantly improves chances)
- People around us make us better—positive people build energy while negative people zap it
- Researcher John Rohn said your happiness is the average of the five people closest to you
- Retention
 - 80% more likely to stay if they receive 1-2 touch points of praise on a weekly basis
 - 94% more likely to stay if they receive 3-4 touch points of praise on a weekly basis
 - When they receive 4 or more points of praise, the amount of praise **they** gave their colleagues doubled



***Place a good person in a
bad system and the system
will win every time.***

Core Beliefs

-  Educators are good and they want to do what is best for children; they internalize a sense of responsibility for student learning;
-  Educators are hard workers—they will go above and beyond when they see a compelling reason to do so;
-  We must be diligent to provide the equitable opportunities to all students, removing barriers that were previously in place for our most marginalized students;
-  The development of leadership capacity in all BCSC staff benefits students, the school and the school corporation, moving the vision into action.
-  Relationships are essential to meaningful, long-term change—we want commitment, not compliance.
-  Those closest to implementing the decision should have the greatest input in making the decision.
-  Change is tough and requires, at times, difficult decisions. When necessary, I will make those decisions regardless of any negative fallout.

Increasing the Effectiveness of Celebrations

1. **Stop the comparisons:** eliminate words like best, fastest, smartest, etc.
2. **Spotlight the right:** highlight the positive first; refract the positive energy
3. **Praise the base:** Shine the light on the system that made the performance successful
4. **Retain the Praise:** 4 positive touch points per quarter improves retention by 96%; praise to their peers doubled
5. **Unlock the Hidden 31%:** Already optimistic people—need to be prompted
6. **Don't just praise the outcome:** praise *to* an outcome

- A celebration about this year starting off in a manner better than you imagined.
- A celebration about a new staff member—certified or support, that has already exceeded your high expectations
- A celebration of a student success story.
- A celebration of positive feedback from a parent.
- A celebration of a goal you want to focus on this year and a benchmark event that reinforces you are on track to accomplish that goal.
- A celebration of feedback you or another leader received after providing a note or words of encouragement to a student or staff member.
- A celebration of a student and/or staff first semester success
- A celebration of learning from our morning of professional development.
- A celebration of a revised goal for the second semester—a goal you did not think possible at the beginning of the year.
- A celebration of a staff member turnaround after you initiated a difficult conversation.
- A celebration of a student demonstrating a character trait.
- A celebration of a first or second year teacher/recent hire to Operations who has distinguished himself/herself on your staff.
- A celebration of a success in the life of a student.
- A celebration of demonstration of professional growth
- A celebration of a staff understanding of a leadership decision.
- A celebration of a challenging decision that has proven to be the correct one.

First Meeting Focus

1. With the welcome back and introductory communication, include the agenda for the first meeting.
2. The agenda includes:
 - Celebrations
 - Student learning goals that are clear and provides clarity for the role in achieving the goals
 - Insights on what we are doing, what we are stopping and what we are reviewing to determine continuation or expansion
 - Follow-up on yearend summary points
 - Alignment calendar, reflective of priorities (This isn't going away.)
3. Answers safety, belonging and purpose



On the agenda, received by staff prior to the faculty meeting, Celebrations are listed along with focused, thought provoking leads:

- Specific increase in student learning
- A proud culture moment



Carry Out Selected Program Evaluation

1. Use data to support ongoing programming: It is equally important to determine ***what is working*** and ***what is not working***
2. Don't eliminate any program without conclusive data
 - Before elimination, what have we done to address concerns (e.g. the implementation dip)
 - Is the data we are reviewing a deficit in the programming or implementation (e.g. Have we had ongoing professional development?)
 - Have we gathered feedback about the concerns and strategically addressed it?
 - Would outcomes increase with a longer learning horizon?
3. Don't add a program unless it specifically addresses a deficit in student learning and determining what it replaces; be sure to subtract before adding



What we know:

- Focus on answering these three key questions
 - Am I safe?
 - Am I connected?
 - Do we share a future?
- Each interaction positively or negatively impacts the relationship. There really is not a neutral interaction.
 - Some people need more interactions than others
 - Everyone needs interaction
 - The type of interaction is as varied as the person receiving it
- It is about connection and purpose more than anything else
 - These cross generational boundaries, but can come with generational nuances
 - Done well, they make us happy and become a multiplier



12 Generational Sticking Points

1. **Communication:** What is the best way to interact with my co-workers
2. **Decision-making:** How do we decide what to do?
3. **Dress Code:** How casually can I dress?
4. **Feedback:** How often and in what ways do I want input?
5. **Fun:** How much fun at work is allowed?
6. **Knowledge Transfer:** How do we pass on critical information to each other?



12 Generational Sticking Points

(Continued)

7. **Loyalty:** When is it okay to move on?
8. **Meetings:** What should happen in our meetings?
9. **Policies:** Are policies rules or guidelines?
10. **Respect:** How do I get others to respect me?
11. **Training:** How do I learn best?
12. **Work Ethic:** How many hours are required, and when must I work them?

From ***Sticking Points*** by Hayden Shaw



Your Questions Matter

1. Are the questions personalized, focused on what is important and/or urgent to that person?
2. Do the questions reflect a genuine interest?
3. Is there follow-up when concern is expressed?
4. Is the follow-up timely?
5. When the questions are about you, are they focused on supporting the individual?
 - What is one thing I do you would like me to continue to do?
 - What is one thing I don't currently do enough of you think I should do more?



Read these PLC processing questions. Which one would be more powerful for your PLC and why?

- What did I learn today that will help my students perform at a higher level?
- What did I learn today that will help me perform at a higher level?
- What did our team learn today that will help us perform at a higher level?
- What did I do as a leader and/or team member to help us perform at a higher level?

Collective efficacy is the shared conviction that educators make a significant contribution in raising student achievement. (Hatti, 2020)

Collective efficacy was three times more likely to contribute to student achievement than any other influences on student learning. (Hatti, 2016)



“When teams experience success and attribute that success to causes within their control, collective efficacy increases and teams come to expect that effective performance can be repeated.”

Collective Efficacy by Jenni Donoho



Typical thoughts when asked to reflect on effectiveness of PLC

- Success versus Failure
- Success versus other PLCs
- Success versus others in my PLC

Should really be:

- ***Success versus **EVEN MORE SUCCESSFUL**: That is
our standard of excellence***

Is your team cooperative or collaborative?

Cooperative

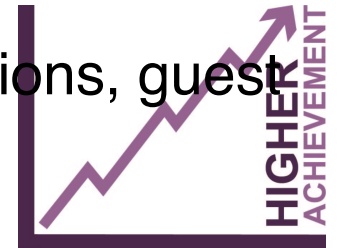
- Mutual respect
- Transparency
- Shared goals
- Independent and dependent
- Loose network
- Short-term
- Sharing ideas as a group
- Engagement

Collaborative

- Mutual trust
- Vulnerability
- Shared vision and values
- Constant state of interdependence
- Tight culture
- Long-term
- Generation of new ideas as a group
- Empowerment

3 Hurdles to Gains In Student Learning

1. Lack of goals and/or goal clarity.
2. Overwhelming number of programs to address the concern
 - No program evaluation based on data
 - Sacred cows or “I feel it is effective”
3. Unaware or unresponsive to practices detrimental to successful goal attainment
 - Intervention pullout during core instruction
 - Whittling away of instructional time by starting late, leaving early, excessive time in self-directed learning
 - Incongruent instructional materials, intervention practices
 - “Important” interruptions to instruction for announcements, convocations, guest speakers, “culture building events”



The Evolution of Goals

- Specific goal with measurable checkpoints toward the achievement of the goal are well communicated, everyone understands his/her role in achieving the goal, checkpoints, along with current practices are reviewed as planned, adjustments are made if necessary—and well communicated; midpoint celebrations take place to build momentum toward the final outcome. *

*Upon achievement of the goal, a rigorous review takes place while the outcome is fresh in everyone's mind and what is learned serves as the foundation for the following year's goal.

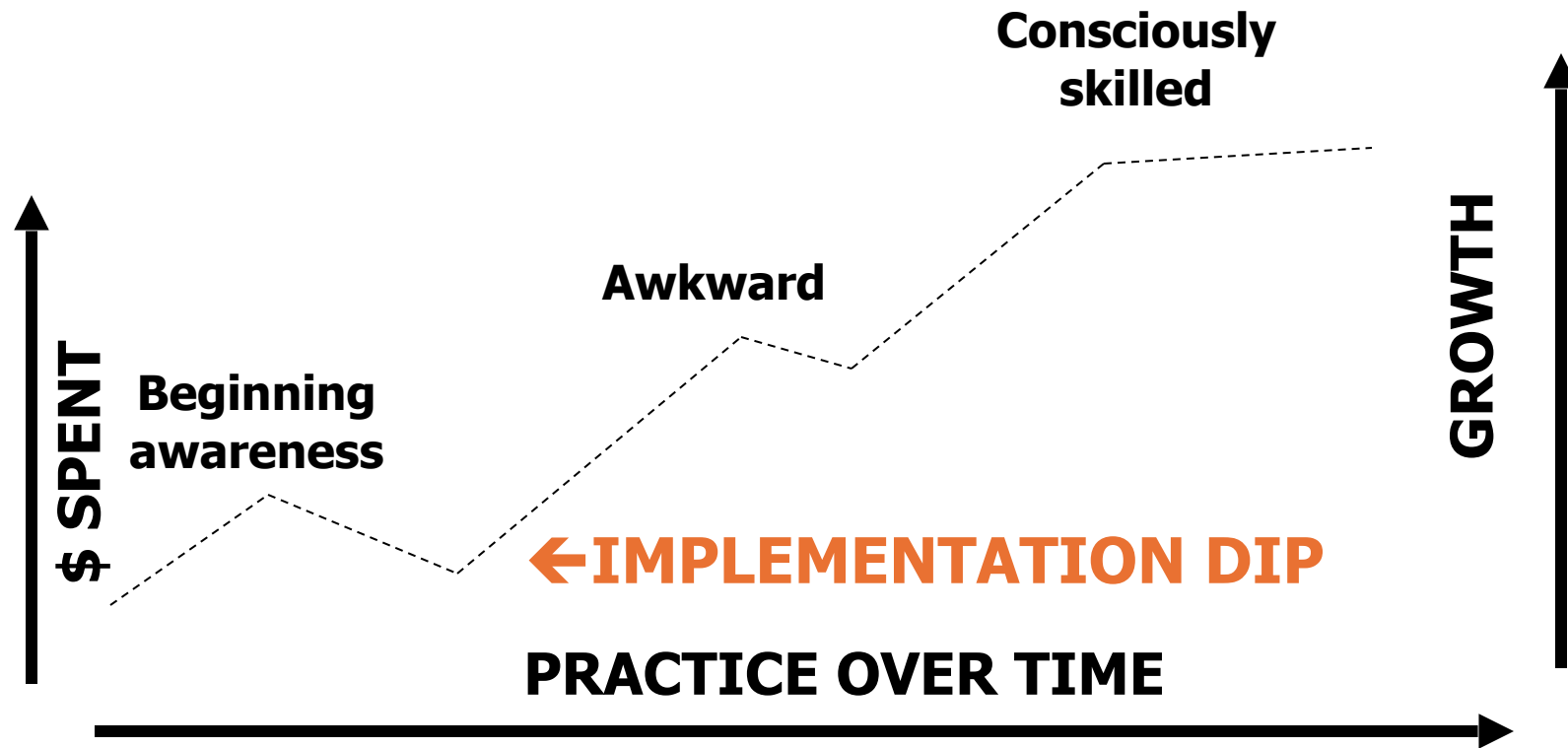


Develop Professional Development Plan Based on Data (Focused Teacher Reflection)

1. Aligned to the school goal impacting student achievement
 2. Avoid open ended “needs assessment” of professional development activities
 3. Applicable to teachers and staff; don’t force a square peg into a round hole
 4. Success measured in how it impacts teacher behavior related to improving student learning outcomes in the goal areas
 5. Highlight specific successes while using care in how information is shared
 6. Purposefully onboard new staff with same foundational training and level of support.
 7. Align, Align, Align—All professional development to the student learning goals (If it becomes necessary to diverge from the focus be sure to note it.)
- *Don’t give people responsibility without training.



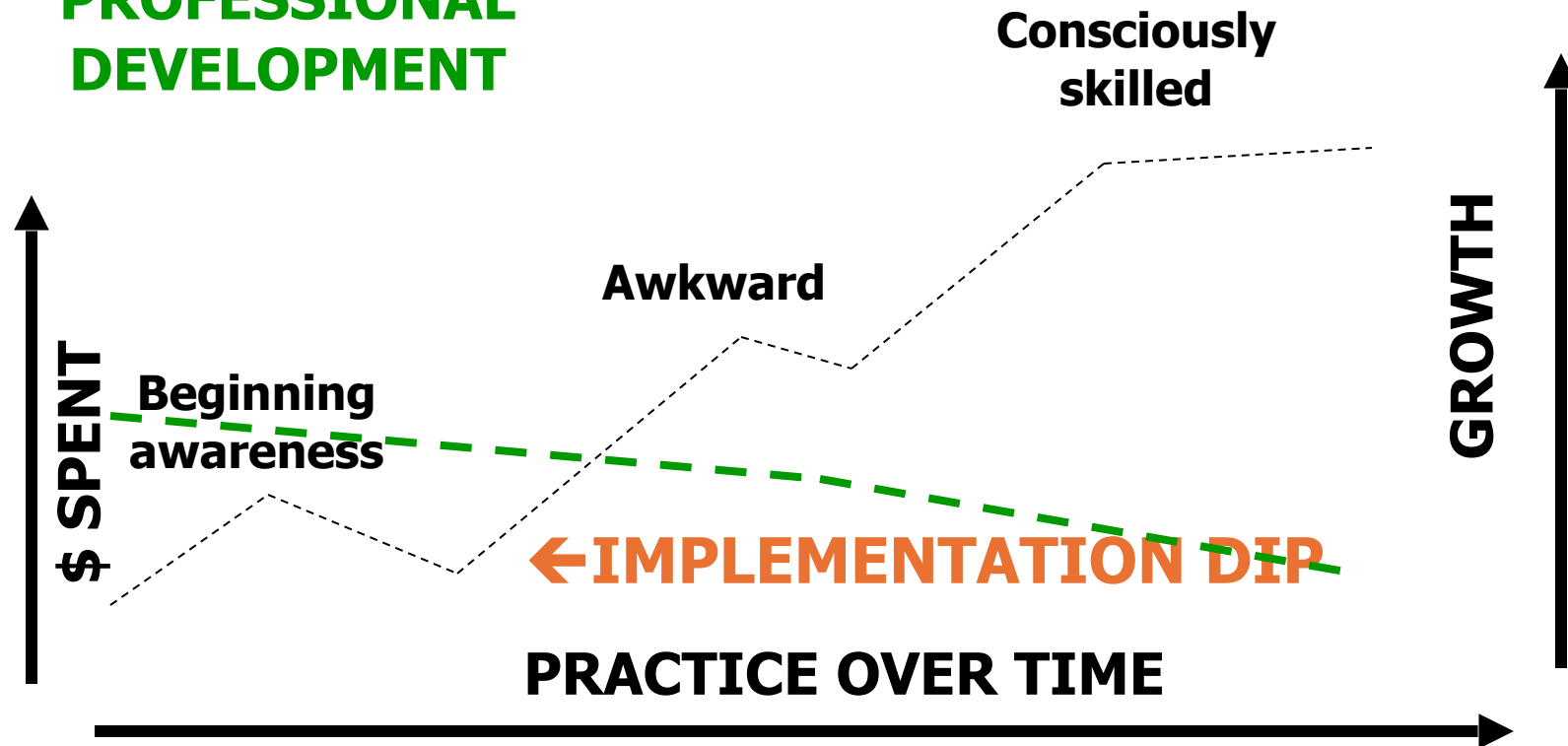
Model for Spending During Professional Development Process



Source: Michael Fullan

Model for Spending During Professional Development Process

SPENDING ON PROFESSIONAL DEVELOPMENT



Source: Michael Fullan

Accountability

OR

Capacity Building

- Hierarchical (Done to)
- Focuses on the problem
- Critical
- Fails to meet the standard
- Short-term
- Out of my control

- Collaborative (Done with)
- Focuses on improvement
- Affirming
- Acknowledges progress toward the standard
- Long-term
- Led by me



Collective Efficacy Moment:

*We might not give it much thought, but our PLC has the potential to **increase stress and anxiety** OR **diminish the stress and anxiety** of our colleagues.*

Generally speaking, which does your PLC most frequently do?

Using the sheet of paper on your table, as a table group create a t-chart. On one side list evidence to decrease stress on the other side list evidence that increases stress.

***“People would rather culture suffer
than relational tension.”***

Tim Kight

The Power of Psychological Safety

	Low Standards	High Standards
High Psychological Safety	Comfort Zone	Learning & High Performance Zone
Low Psychological Safety	Apathy Zone	Anxiety Zone

From: *The Fearless Organization* by Amy Edmondson



What are the issues?

- Lack of leadership
 - Lack of tough decisions
 - Lack of tough conversations
- Lack of common vision
 - Lack of clarity/precision
- Lack of focused feedback for improvement
 - Lack of follow-up
 - Lack of agreement on measures of progress
- Lack of processing
 - Lack of focus on the real issue with real solutions

7 Spring Leadership Behaviors for Impact

1. Conduct Temperature Check
2. Link Individual Teacher Evaluation to Next Year
3. Develop Professional Development Plan Based on Data (Focused Teacher Reflection)
4. Carry Out Selected Program Evaluation
5. Maximize Yearend Faculty Meetings
6. Update Data Rosters
7. Establish School Goals (to the degree possible)



Some considerations

- Constantly **reinforce the teacher evaluation** rubric is how we define good teaching in our schools—not the preference of a principal or superintendent.
- **Embed in each Leadership/Principal meeting** conversation/professional activities focused on the evaluation rubric.
- Simplify the classroom walkthrough data gathering tool (think lesson design). **Utilize the data gathered** to select what part of the teacher evaluation rubric to focus on with principals—and then teachers.
- Gather feedback from teachers about what part of the teacher evaluation rubric needs greater clarification. Focus on that during faculty meetings. Consider **allowing teachers to assist in defining it**. Share with leaders in other schools at the next principals meeting.
- **Good teaching is not an episode**, but consistent behavior but remember we all have bad days. Don't argue about a classroom visit, have a do over.
- **Show don't tell** when it comes to what needs to be included in an evaluation—whether with Highly Effective teachers or those who urgently need to improve.



Summary

- In one sentence, share a new idea you had today.
- In one sentence, share an idea or practice currently in place that was reinforced.
- In one sentence, share one thing from today that made you most uncomfortable and/or disagreed with.
- In one sentence, what one change can you make that will provide the greatest leverage to increase student and/or adult learning.
- What is one question you have? Email: jim@higherachievement.net

Effective PLCs:

- Have a focus on learning—not coverage (taught this) but what our students demonstrated learning (results oriented)
- A collaborative culture—beyond cooperation
- Consider an PLC environment that has:
 - Reminders/protocols/goals on a table chart (or on the agenda at a minimum)
 - Materials (e.g. post its, pens, snacks ☺)
 - Timer (phone)
- Consider an agenda that:
 - Front loads
 - Statement of purpose
 - Reason for the task(s)
 - How it connects to past and future work
 - Reviews norms (beginning and/or end) and processes success of adhering to the norms
 - Reflection
 - Next time—no surprises on what is coming

PLC Observations

- False sense of productivity
 - Educational stories
 - Working during PLC instead of prior to PLC
- Efficiency versus Effectiveness
- Comparisons to others, not self
- Focused on Success versus Failure (focus on being more successful)