Memos About Morale

**Takeaways**

Our words can have a significant effect on our students. Why should the language used in teacher evaluations be any different?

—Brooke M. Eisenbach, p. 70

Most staff members are more than willing to do some of the more unpleasant parts of their jobs if they work for a principal who rolls up his sleeves and works alongside them.

—Rafe Esquith, p. 20

When people feel threatened or stressed, they are typically reluctant to make decisions, try new approaches, or take bold action.

—Bryan Goodwin, p. 78

Freedom to plan and teach creatively is conducive to both higher morale and a deeper sense of responsibility.

—Neil Noddings, p. 14

Adopting policies and rhetoric that threaten to drive some of the best and the brightest out of K–12 education is a prescription for educational disaster.

—James Harvey, p. 24

Empathy is a beautiful gift to express to teachers who are frustrated by or distressed over circumstances they cannot control fully.

—Megan Tschannen-Moran and Bob Tschannen-Moran, p. 36

Teacher morale is not a function of practices designed to maintain or create it. It’s a by-product of being treated as leaders and being treated with respect.

—Dina Strasser, p. 10

To show appreciation to colleagues, communicate your appreciation through language and actions important to the recipient.

—Paul White, p. 30