

# Principal Chat – Climate and Culture and Tradition



June 14, 2023



**Ohio** Principal  
Leadership **Supports**

*Strong Principals, Strong Schools*



Department  
of Education



# Ohio Principal Leadership Supports

*Strong Principals, Strong Schools*

## Agenda

Welcome and Introductions

General Updates from Department

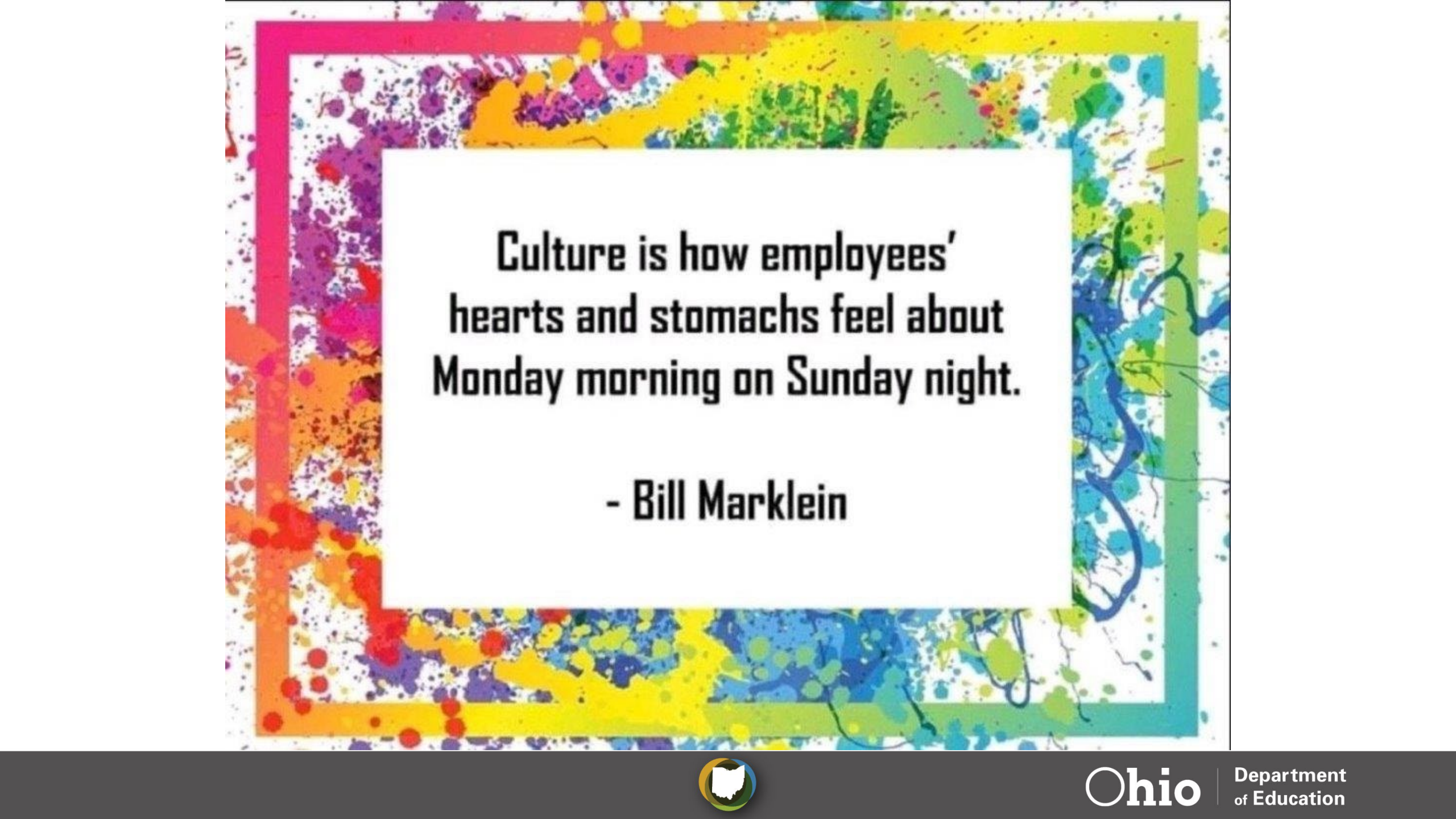
Climate and Culture and Traditions

Speaker: Becca Huber, Principal, Kinder ES, Miamisburg

Q&A

Next Chat – August 9 (no chat in July)





**Culture is how employees'  
hearts and stomachs feel about  
Monday morning on Sunday night.**

**- Bill Marklein**



**Ohio**

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# EMPLOYEE ENGAGEMENT

## Engaged vs. Disengaged Employees, And What To Do About It

The lost productivity of disengaged employees costs the US economy **\$370 billion** annually. However, each engaged employee saves their company **5% or more** in costs they are responsible for controlling. Here is a comparison of the average engaged employee versus the average disengaged employee, to show how drastic the difference can be.

- **Recommends** his company's products or services to friends and family. (86%)

- Knows his manager as a **person**, not just as a **boss**. (79%)

- Motivated by performance **recognition**. (82%)

Average lunch period: 11:00 to noon



Average clock-in / time: 6:30 AM

Average clock-out time: 5:00 PM

### ENGAGED EMPLOYEE



### DISENGAGED EMPLOYEE



Average lunch period: 11:30 to 1:00



Average clock-in time: 8:30 AM

Average clock-out time: 5:00 PM

● Breaks (smoking, bathroom, water cooler chatting, etc.)

Wastes time on **social media** instead of doing tasks he doesn't want to do. (73%)

Spends work hours looking for jobs, intending to **quit within a year**. (25%)

Doesn't feel **appreciated** by upper management. (69%)

## FACT:

*75% of people voluntarily leaving jobs aren't quitting their companies; they're quitting their bosses.*

<http://www.nbrii.com/blog/employee-engagement-infographic/>



# Quality Leaders Move the Engagement Needle

## According to Gallup...

- Managers (think principal or the leader of your technology group) account for up to 70% of variance in engagement.
- 50% of employees have left their job to get away from their manager (based on study of more than 7000 U.S. adults).

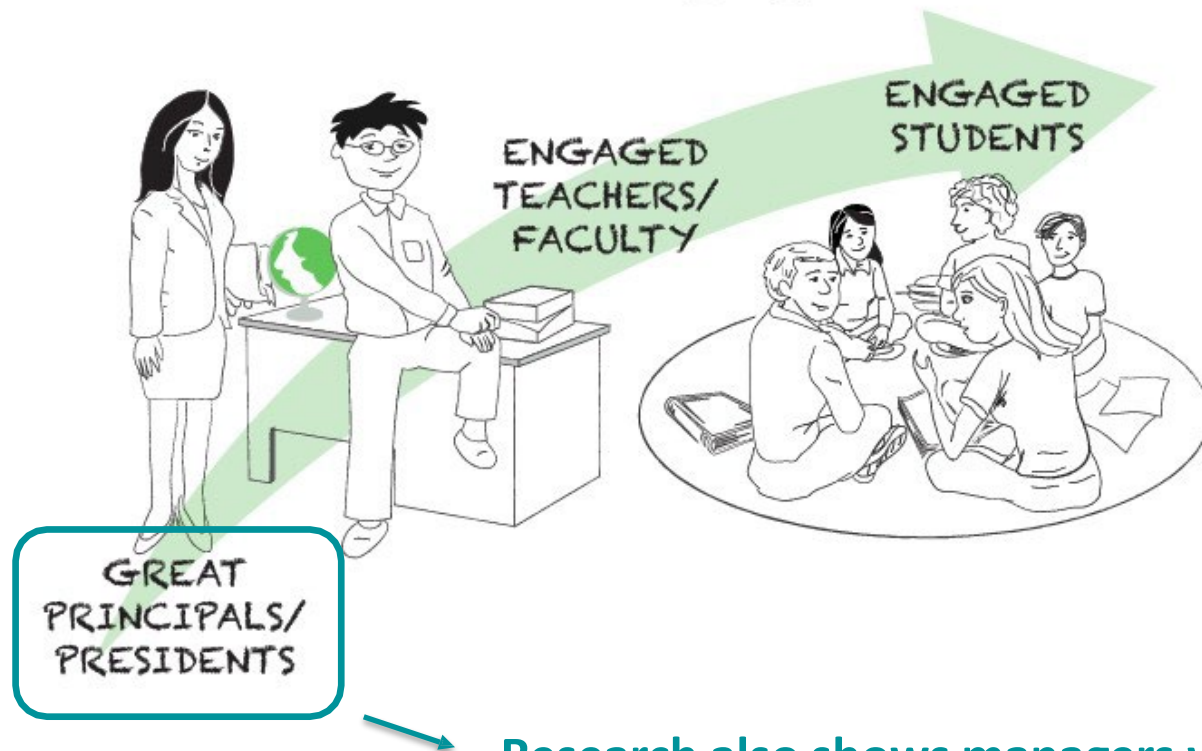
Source: Gallup – State of the American Manager: Analytics and Advice for Leaders



# Great Principals Create Engaged Teachers

## Create Engaged Students

The new **PATH** to school success focuses on engagement.



Highly talented principals are 2.6 times more likely to have above average employee engagement at the schools they lead three years later.

Source: Gallup

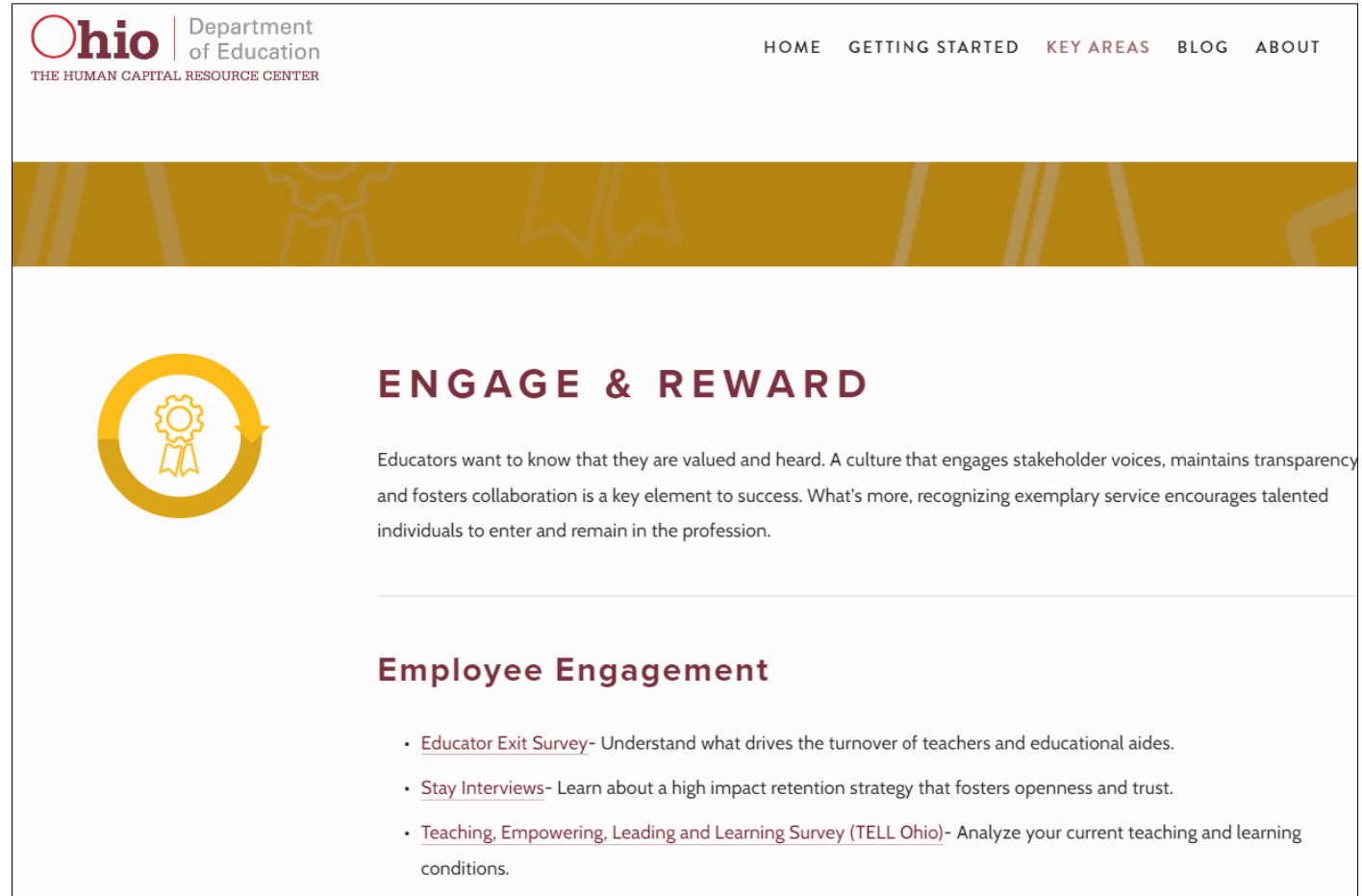
Research also shows managers who are supervised by highly engaged executive teams are more likely to be engaged.



# Engage and Reward – Human Capital Resource Center

## Key Areas

- Employee Engagement
- Rewards & Recognition
- Compensation & Benefits
- Organizational Culture



**Ohio** | Department of Education  
THE HUMAN CAPITAL RESOURCE CENTER

HOME GETTING STARTED KEY AREAS BLOG ABOUT

## ENGAGE & REWARD

Educators want to know that they are valued and heard. A culture that engages stakeholder voices, maintains transparency and fosters collaboration is a key element to success. What's more, recognizing exemplary service encourages talented individuals to enter and remain in the profession.

### Employee Engagement

- [Educator Exit Survey](#)- Understand what drives the turnover of teachers and educational aides.
- [Stay Interviews](#)- Learn about a high impact retention strategy that fosters openness and trust.
- [Teaching, Empowering, Leading and Learning Survey \(TELL Ohio\)](#)- Analyze your current teaching and learning conditions.

Retrieved from <https://ohiohrc.org/engage-reward> June 7, 2023.



Click on  
Resources  
Button



# Ohio Principal Leadership Supports

*Strong Principals, Strong Schools*

The Ohio Department of Education is committed to the support of all educators, and Principals and Assistant Principals in particular. A recent report on principal impact from the Wallace Foundation states, **“Principals really matter. Indeed, it is difficult to envision an investment with a higher ceiling on its potential return than a successful effort to improve principal leadership.”**



Administrative  
Calendar



Educator  
Licenses



Professional  
Development



Associations



Higher  
Education




Resources







Select  
“Whole Child”  
from the Pull-  
Down Menu

# Resources


Use the pull-down menu to find resources organized by topic. The applicable [Ohio Standards for Principals](#)  appear to the right of each item.

## Choose a Category

- » [Assessment](#)
- » [Career Tech](#)
- » [Data](#)
- » [School Improvement](#)
- » [Curriculum and Instruction](#)  (CD, OELPA, OELPS)
- » [Communications](#) [Webpage](#) | Standards 3 & 4
- » [Preschool and Early Childhood](#) [System](#) | Standards 3 & 4
- » [Evaluation](#) [L](#) | Standards 4 & 10
- » [Exceptional Children](#) [ds](#) 3 & 4
- » [Graduate Success](#) [Standards](#) 4 & 5
- » [Professional Ethics and Conduct](#) [t Terms](#)  | Standards 3 & 4
- » [Whole Child](#) [Standard](#) 4
- » [Ohio's Early Learning Assessments](#) [ents](#) | Standards 3 & 4
- » [Ohio's Early Learning Assessments](#) [Leadership Fellowship](#) | Standards 1, 2 & 3



# Scroll to Mental Health and Behavioral Health Initiatives in Ohio

- » [Mental and Behavioral Health Initiatives in Ohio | Standards 5, 6, 7, & 8](#)
- [Student and Staff Well-Being](#)
- [Trauma Informed Schools](#)
- [Health and Well-Being](#)
- [Ohio School Wellness Initiative](#)
- [Youth and Adult Mental Health](#)
- [School-Wide Universal Screening for Behavioral and Mental Health Issues: Implementation Guide](#) 



Click on  
“Student and  
Staff Well-  
Being”

# Student and Staff Well-Being

## Ohio School Wellness Initiative

The Ohio School Wellness Initiative was a partnership between the Ohio Department of Education, Ohio Department of Mental Health and Addiction Services and the Center for School Based-Mental Health Programs at Miami University to address the following three critical components to improve mental health and wellness:

1. Implementing an Ohio Model of a Student Assistance Program (SAP) based on the Substance Abuse and Mental Health Services Administration’s (SAMHSA) guidance and aligned with Ohio schools’ existing structures such as the Positive Behavioral Interventions and Supports (PBIS) Framework. The SAP framework included the following components: (1) awareness, (2) prevention, (3) early identification, (4) evidence-based intervention, (5) referral processes and (6) guided support services for K-12 students who exhibit a range of substance use, mental health and behavioral health risk factors that interfere with their educational success;
2. Strengthening Tier 2 (early intervention) and Tier 3 (individualized, intensive intervention) supports within the Ohio SAP model to address substance use, mental health and behavioral health concerns; and
3. Promoting mental wellness among school administrators and staff.



Scroll to  
Adult Self  
Care

## Adult Self-Care


As schools and districts focus on supporting students, it is equally important for adults to focus on their own self-care and well-being. As school personnel prioritize their own self-care, students may observe and follow this lead. Districts and schools can ensure school personnel have regularly scheduled time for networking, social connections and support. School personnel cannot effectively support students if they are stressed or burned out.

To start, here are some ideas for self-care:

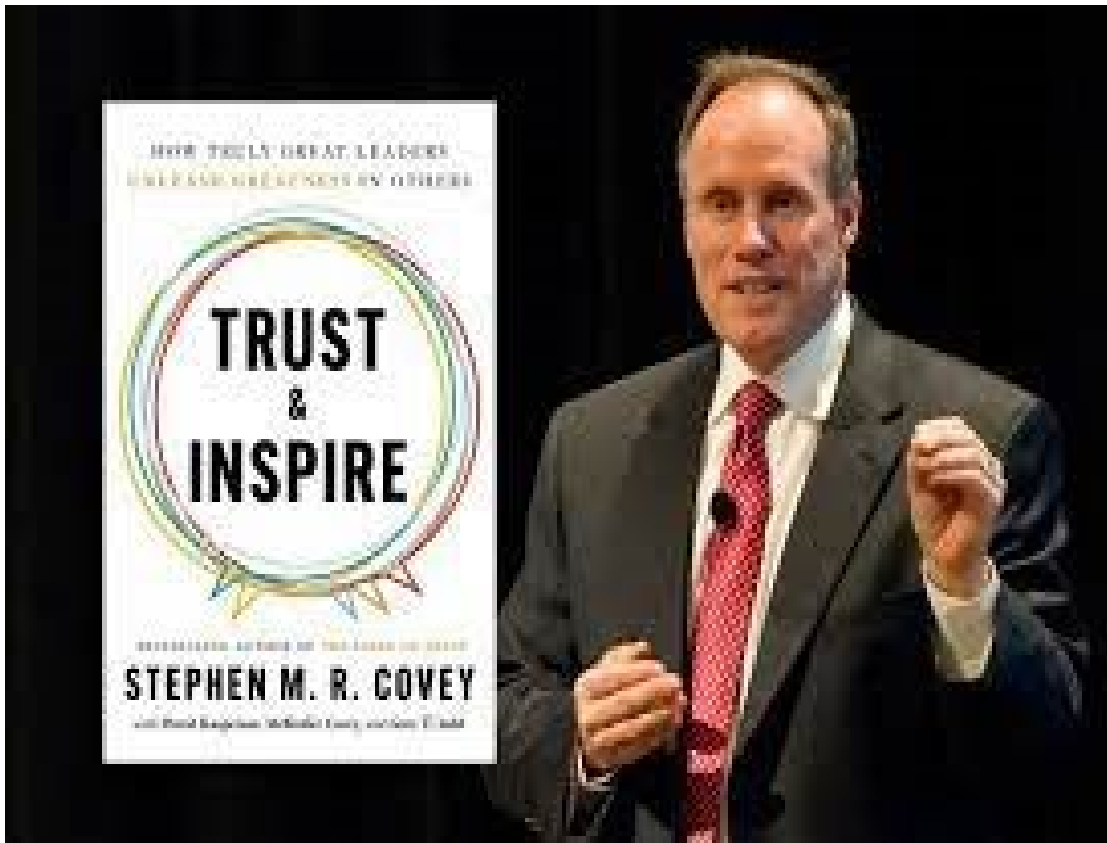
- » Set boundaries by creating and sticking to a schedule, saying “no” when feeling overburdened and asking for space or help when needed.
- » Recognize and acknowledge feelings.
- » Recognize what *is* and *is not* within one’s control.
- » Focus on the positive. Keep a gratitude journal.
- » Practice self-care throughout the day by getting enough sleep, eating healthy, drinking plenty of water and having movement breaks.
- » Use coping strategies such as [mindfulness](#) to help reduce stress.
- » Ask for support from coworkers and administration.
- » Complete personal pulse checks. Regularly stop and take stock of what is working and what isn’t, then make adjustments.

### ADULT SELF-CARE RESOURCES

The following are additional resources that support adult self-care:

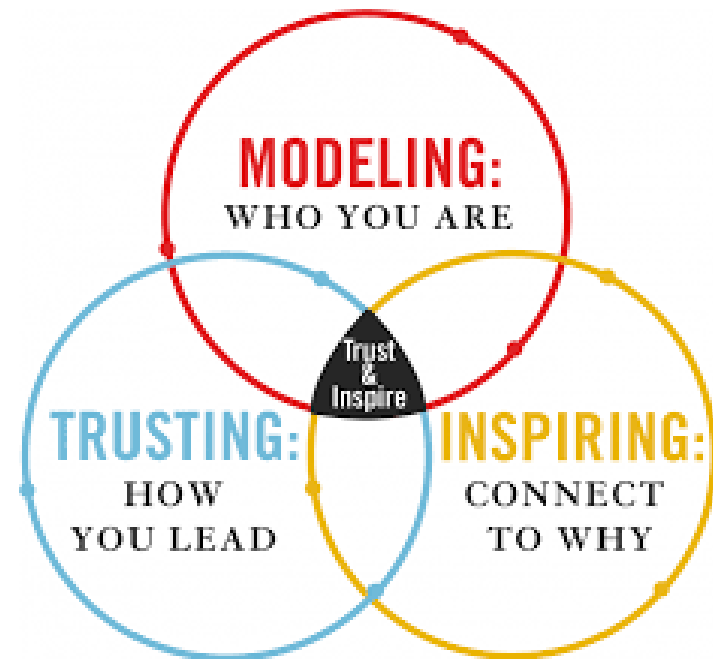
- » [5 Strategies for Teacher Self-Care](#)
- » [Self-Care for Educators](#) 
- » [ABCs of Mental Health](#) is a resource for educators who may be feeling the weight of expectations and empathizing with the challenges experienced by students.
- » [Provider Care](#) from Psychological First Aid for Schools Field Operation Guide.
- » [Support for Teachers Affected by Trauma](#)
- » [Ohio Crisis Text Line](#): Text the keyword “**4hope**” to 741 741 to be connected to a trained Crisis Counselor within five minutes.
- » [988 Suicide and Crisis Hotline](#): If you or someone you know needs support now, call or text 988 or chat 988Lifeline.org. 988 connects you with a trained crisis counselor who can help.





The world has changed our style of leadership  
has not....

As leaders we need to move from “Command  
and Control” to “Trust and Inspire”





Staff Wellness at  
Kinder Elementary  
One School's Journey Towards  
Collective Care

Rebecca Huber, Principal of Kinder Elementary, Miamisburg, OH



# • Spring 2022 Staff Panorama Data

◆ • **During the Past Week, How Often Did you Feel Hopeful at Work?**

**28% Favorable**

**During the Past Week, How Often Did You Feel Overwhelmed at Work?**

**0% Favorable**

**How Optimistic are You that Your School Will Improve in the Future?**

**36% Favorable**





# GOALS: Foster School Improvement through a sense of Collective Efficacy ✦



## Systematic

- Structured
- Efficient
- Data-Driven



## Equitable

- Objective
- Inclusive
- Intentional



## Collaborative

- Mobilized
- Connected
- Integrated



## Sustainable

- Maintainable
- Adaptable
- Flexible



Increase Staff Regulation, Build Capacity, Implement Collective Care



# Staff Pressure Alleviation (SPA) Room ♦



**Designed to meet:**

**AEN Needs:**

- Sensory, Cortex, Connection

**Universal Needs**

Belonging, Independence, Mastery, Generosity



# Staff Pressure Alleviation (SPA) Room ✦

Data collected over  
87 school days  
(1/19/23-5/26/23)

326 check in/outs

**48%** of staff reporting  
a decrease in pulse ALSO  
reporting a change in  
nervous system state  
\*82% in May

**47%** of  
staff reported  
**maintained**  
regulation  
\*56% in May!

**Pulse  
decreased for  
75%** of staff  
\*77% in May

**44%** staff reported a  
**change** in nervous system  
state to ventral vagal  
\*40% in May

Dysregulation → regulation

**6.98%** average **decrease**  
in pulse from check in to  
check out  
\*9.8% in May



# TITOS <sup>Kinder's</sup> Tap In Tap Out System

Download the GROUPME app

scan the QR code to join

Go to profile, make sure notifications are on



all members must be approved, so we won't get randos!

you might have to go to your phone settings to turn on notifications too

## TITOS Procedures

- Send message to GroupMe when you need a minute (Tap Out) Your name will automatically display so all you need to type is "out" and your location so the person Tapping In can find you. Example message - out Library
- Any available staff member will respond to the GroupMe by typing "in"
- The staff member responding will go to the location and tap out with the staff member, no questions asked, no need for explanation

## Tap out when:

- You are beginning to feel dysregulated
- You need another adult to monitor the class so you can coregulate with a student
- You need to take care of your physical needs
- You need to take care of your emotional needs
- You need any kind of assistance from another adult

## TITOS DO:

Use discretion when providing a tap in for a colleague

Respond immediately. If you respond with "in" go immediately to the staff member requesting the tap out

Tap in when you can - you never know when you might need one too!

## TITOS DON'T

Feel the need to explain or apologize when asking for a tap out

Ask questions within the app. The chain on GroupMe should only contain the word "out" with a location and the word "in"

Be afraid to use the TITO system! We are all here for each other!

86 school days (1/19-5/25) = 115 TITO

~ 1.3 per day

79% staff participation



# COLLABORATIVE PROBLEM SOLVING CIRCLES

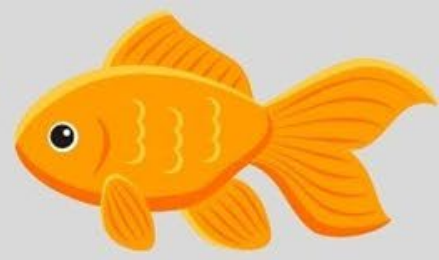


Designed to:

- Increase Staff Capacity
- Solution Focused
- Foster Stronger Relationships
- Tap Into Others' Expertise
- Get New Perspectives



# COLLABORATIVE PROBLEM SOLVING CIRCLES



- **"Fishbowl" Problem Solving**

CPS circles meet bi-weekly

Students referred through Google Form

**Structured Problem Solving:**

- "Fish" presents case (5 min)
- "Bowl" asks clarification questions (5 min)
  - "Fish" answers
- "Bowl" offers suggestions, while "Fish" takes notes but does not comment (5 min)
- "Fish" reflects then chooses 1-2 ideas to implement (5 min)
- A case manager is assigned to help "Fish" with goal setting and implementation
- "Fish" reports back in 4-6 weeks



# Resilience Professional Development



CRITICAL THINKING



CREATIVE PROBLEM-SOLVING



COLLABORATION



RESILIENCE

## **MICRO-CREDENTIALS**



ORAL COMMUNICATION



INTERCULTURAL FLUENCY



INITIATIVE



EMPATHY

Summer 2023 - Micro-credential in  
Applied Creative Problem Solving

Fall - 2023 Micro-credential In  
Resilience

IACT - Institute for Applied Creative

- Transformation @ University of Dayton

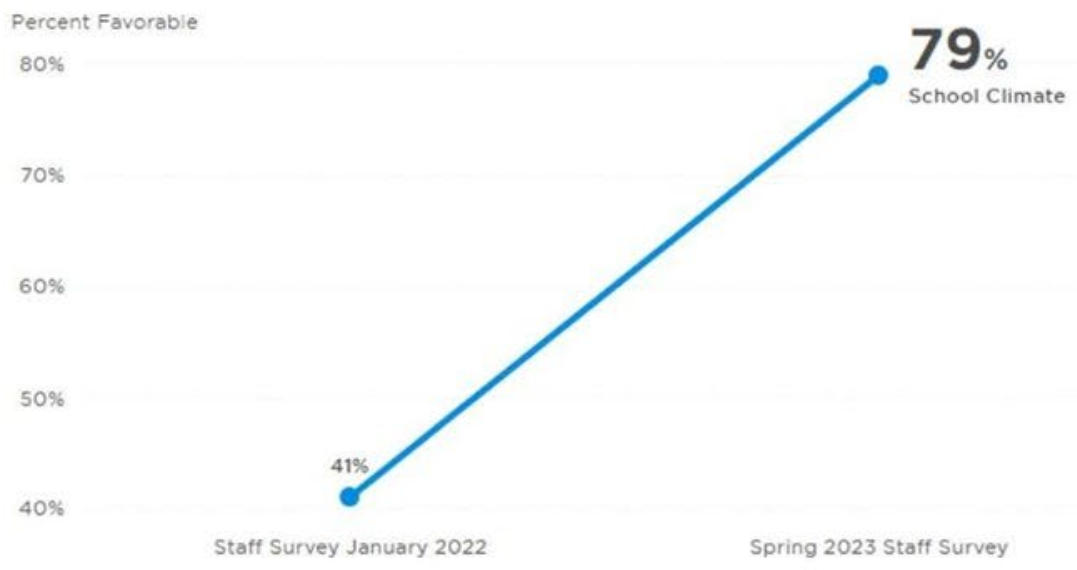


# Spring 2023 Staff Panorama Data

## School Climate

Perceptions of the overall social and learning climate of the school.

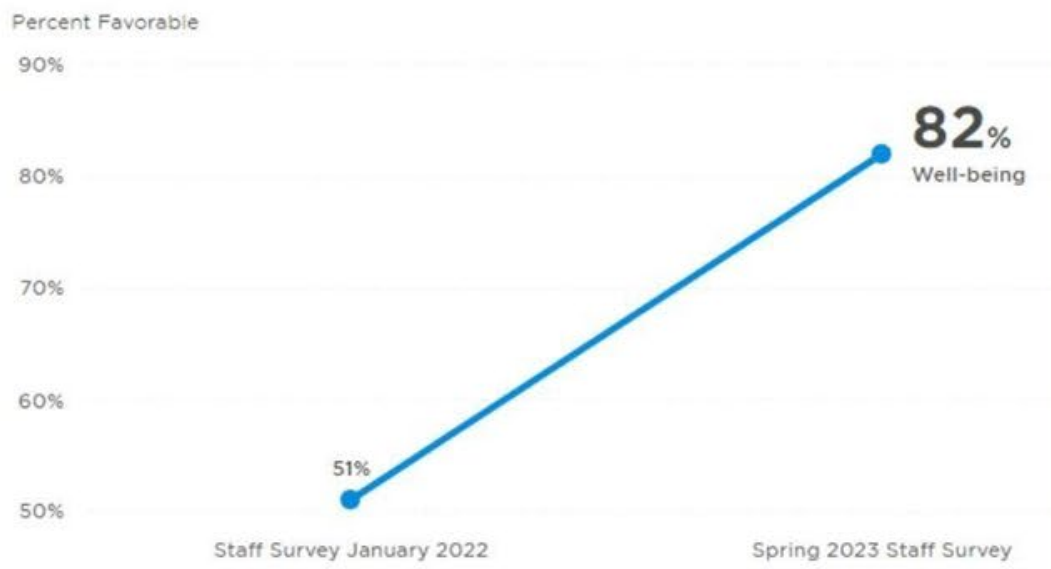
How have results changed over time?



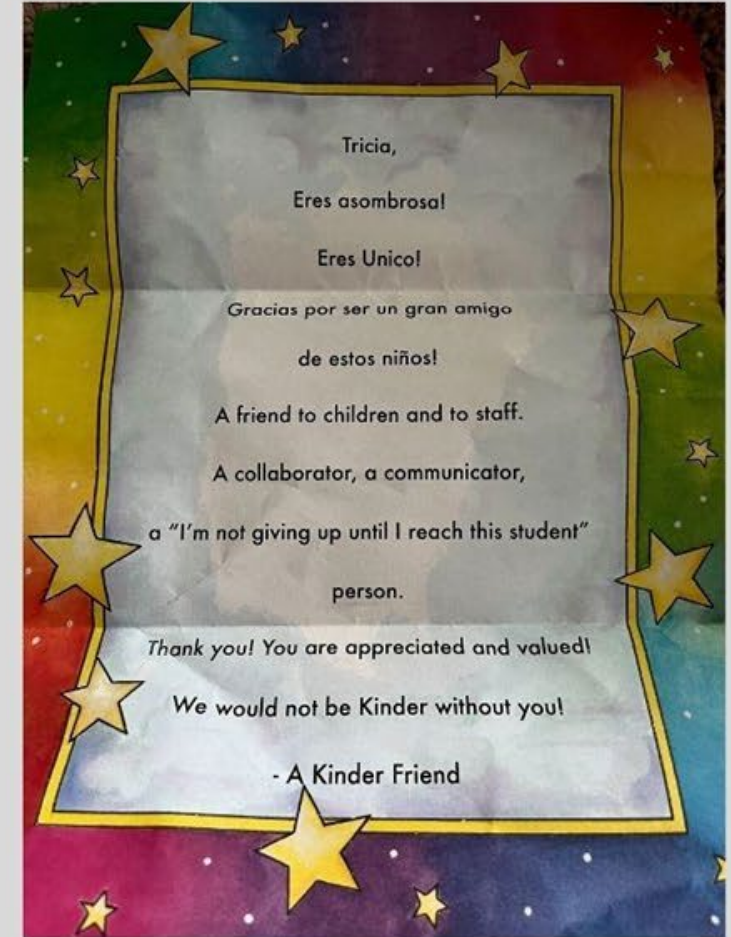
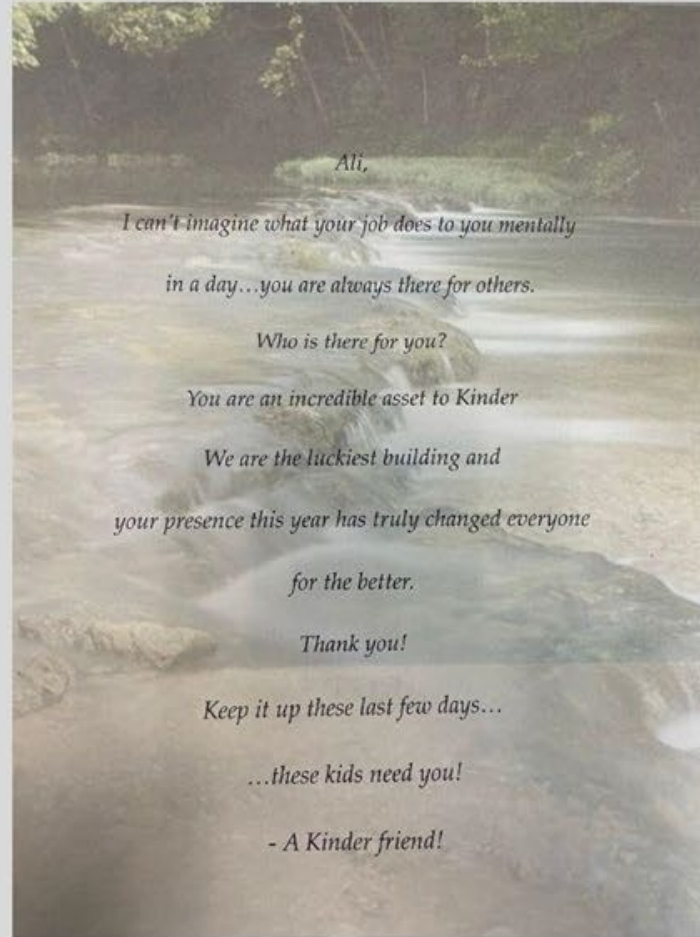
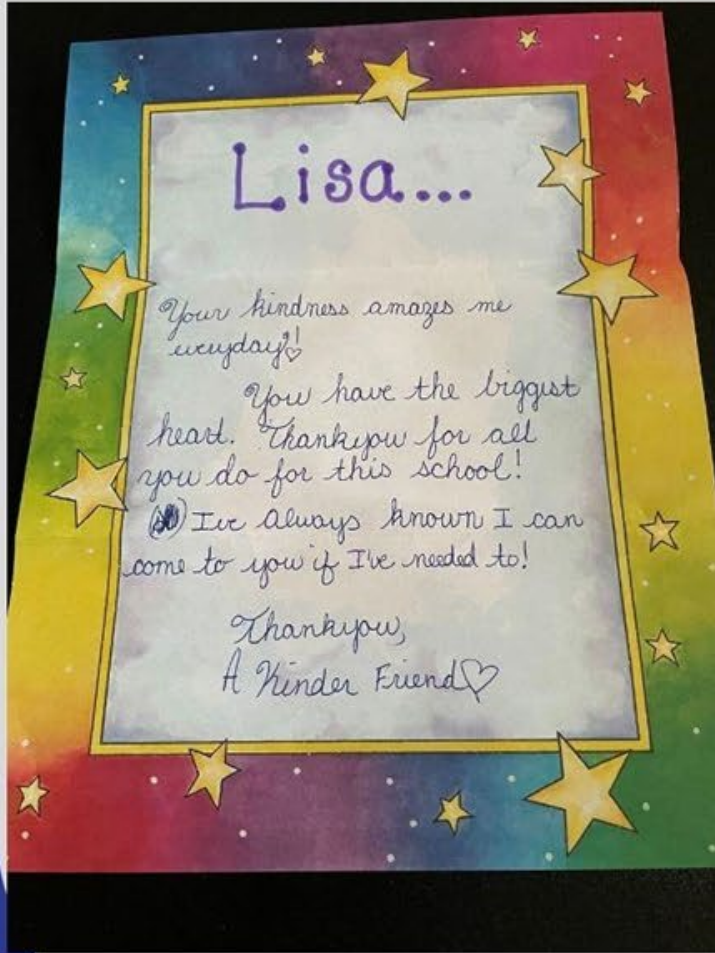
## Well-being

Faculty and staff perceptions of their own professional well-being.

How have results changed over time?

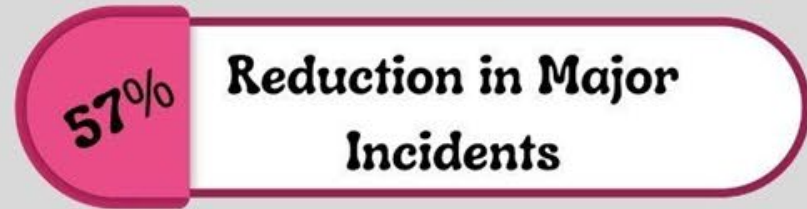


# A Kinder Friend





# Spring 2023 Referral Data



# Spring 2023 Staff Panorama Data

**During the Past Week, How Often Did you Feel Hopeful at Work?**

**83% Favorable**

(28% 2022)

**During the Past Week, How Often Did You Feel Overwhelmed at Work?**

**60% Favorable**

(0% 2022)

**How Optimistic are You that Your School Will Improve in the Future?**

**89% Favorable**

(36% 2022)



# What does the Staff have to say?

“Thank YOU three for advocating for teacher and student wellness. You are actively showing everyone who comes through the doors of Kinder that they will be cared for and taken care of. You see a need, find a solution, and make it come to life! I’m so thankful to work with you this year.”

“I am going through some personal things I haven’t shared with anyone. I did a Tito because I needed a break. I took 10 minutes to get a massage and just some quiet. It completely reset my mood and my ability to work with my dysregulated students.”

The staff is supportive of each other, willing to help at a moments notice, and generally concerned with the well being of each other. Time after time, I have seen staff members interact with students that are not in their classrooms, offering a helping hand when things are going sideways for students or staff, or jump in on the silliness of the moment. All of this starts with the Principal. The ship is moving in the right direction and more people are wanting to join in

“Although I have a more difficult class this year, I feel more prepared to meet my students where they are.”





**Contact Info:**

[rhuber@miamisburg.k12.oh.us](mailto:rhuber@miamisburg.k12.oh.us)

**For More Information:**

[ohioschoolwellnessinitiative.com](http://ohioschoolwellnessinitiative.com)



# Questions?



# Next Principal Chat

- Second Wednesday each month at 9:30 – 10:30am
- August 9 (no chat in July)
- Focus Topic: Attendance and Family Engagement

Contact: [schooladmin@education.ohio.gov](mailto:schooladmin@education.ohio.gov)



# Exit Survey

