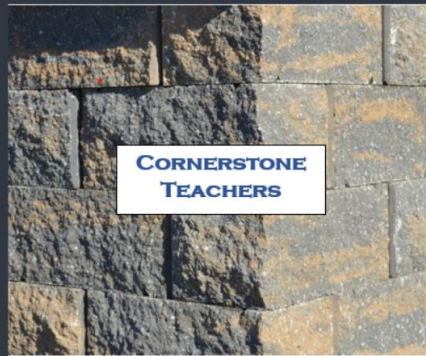


**NO TEACHER SHORTAGE HERE!**

# **What Great Principals Do Differently**



**Motivating and Retaining  
Cornerstone Teachers  
and Their Principals**

**Bill Parsons, Ed.S.**

*[www.helpinggreatschools.com](http://www.helpinggreatschools.com)*



# What Great Principals Do Differently



## No Teacher Shortage Here!

Bill Parsons, Ed.S.

## Great Principals and Teacher Retention

### *Research reveals:*

- Supportive leadership “the most critical working condition in a teacher’s decision about staying” (Bartoletti & Connelly, 2013).
- Support from school administrators is strongly related to teachers’ intentions to stay in their jobs (Steiner & Woo, 2021).
- There is a definite correlate between effective principals and teacher retention (Grissom et al., 2021).



## Great Principals and the 90,000



### Know Your Irreplaceable Cornerstone Teachers

#### Research and principal behaviors that influence teachers to stay:

1. Regular positive feedback
2. Help in identifying areas of development
3. Given feedback about performance informally
4. Accomplishments recognized publicly
5. Recognition for being high-performing
6. Opportunities for teacher leader roles
7. Being placed in charge of something important
8. Additional resources for their classroom

*What these eight behaviors tell us as principals...*

# Motivate and Retain Cornerstone Teachers

*Motivation, celebration, validation, climate, and retention!*

1. Their value of 1 in 6 and the 84%!
2. “What did you learn in school today?” ... with follow-up
3. Third party compliments
4. Drop everything and run  
The new D.E.A.R.
5. Involving students in catching the teacher “doing the good”

## Great Principals...



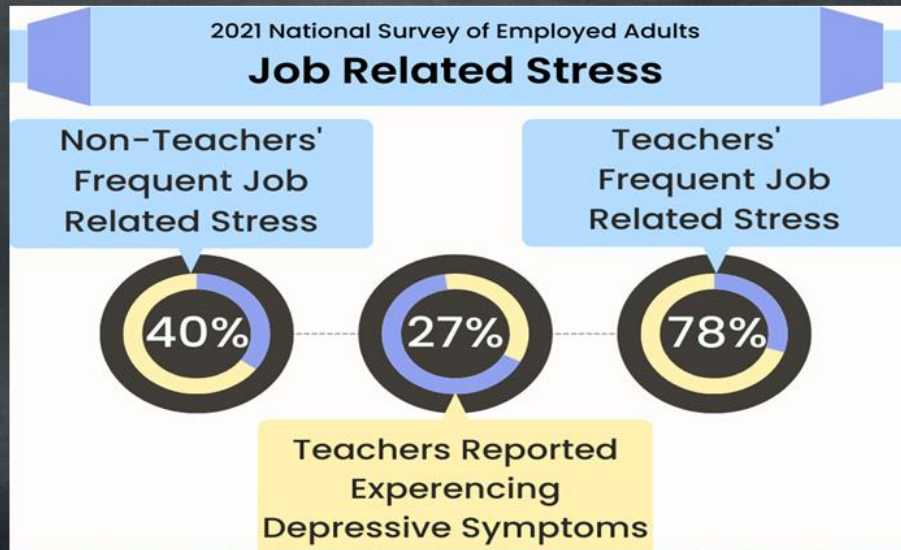
\* Have “STAY” conversations  
Beating the 37%  
Using archived excellence

\* Document “STAY” conversation  
Prior prep means validation  
No one left out inadvertently

\* Have “GO” conversations  
and the 3X  
Their impact on cornerstones  
Their impact on students  
(5-6 months)

## Avoiding Teacher Burnout

Address burnout before the flames and make it “okay” to discuss it with you.



## Remedies for “Beat Down” symptoms

Don't assume waiting until tomorrow is okay

Provide counseling personally or assist with professional help

Provide practical relief (newsletters, lesson plans, duties, meetings, emails, ...)

Provide INEEDABREAK or INEEDHELP vouchers

Adjust professional development methods

Collegiality still matters with burnout and retention

Respect reminders

## Respect Reminders

*"If you have respect for people as they are,  
you can be more effective in helping them to become better than they are." -John Gardner*

Respect means remembering that every person is entitled to respect as an undeniable birthright. I will encourage and model it for students whether it is returned or not.

Respect for myself means that my enthusiasm will be contagious. When I show it, my students will have a higher expectation for their education, and are more likely to "buy" what I am "selling".

Respect for the learning environment means that I will connect to every student on a personal level as often as I possibly can. I will remember the impact positive comments can have on their day and their life.

Respect for my students means being able to see my "worst" students not as they are, but as they could be. They will know by my words and actions that I care.

**Respect...I'll know it, show it, and grow it!**

## Celebrating the School Through Creative P. R.

The Power of Using  
Incremental Steps to  
Success

*Teachers and principals need frequent reminders that their school is on the right path with any and every school improvement initiative in order to be energized by it and continue the work that made it happen.*

Use incremental data points to celebrate small steps of success and promote the school.

*"Since September 3<sup>rd</sup>, our student attendance rate has been 99.2%."*

*"Since October 2<sup>nd</sup>, 97% of our students have passing averages in all subjects."*

*"Since December 3<sup>rd</sup>, our teacher attendance rate has been 100%."*

## Celebrate the good!

Solicit and post good comments

“Seize the moment” surveys

Accumulated school success

Written praise mascot notes

School promotion and  
employee interviews



## Strategies to Avoid Principal Burnout

1. “Put on your own mask first”
2. Find a trusted confidant  
*Listening ear vs. running mouth*
3. Avoid “negaholics”
4. The power of a mentor
5. Transformers vs. copers



1. Avoid the outliers
2. Prepare *everyone* on how to deal with Karen
3. Taking it personally
4. Responding to angry e-mails
5. Email yourself?
6. Reflective listening and in-person confrontations...

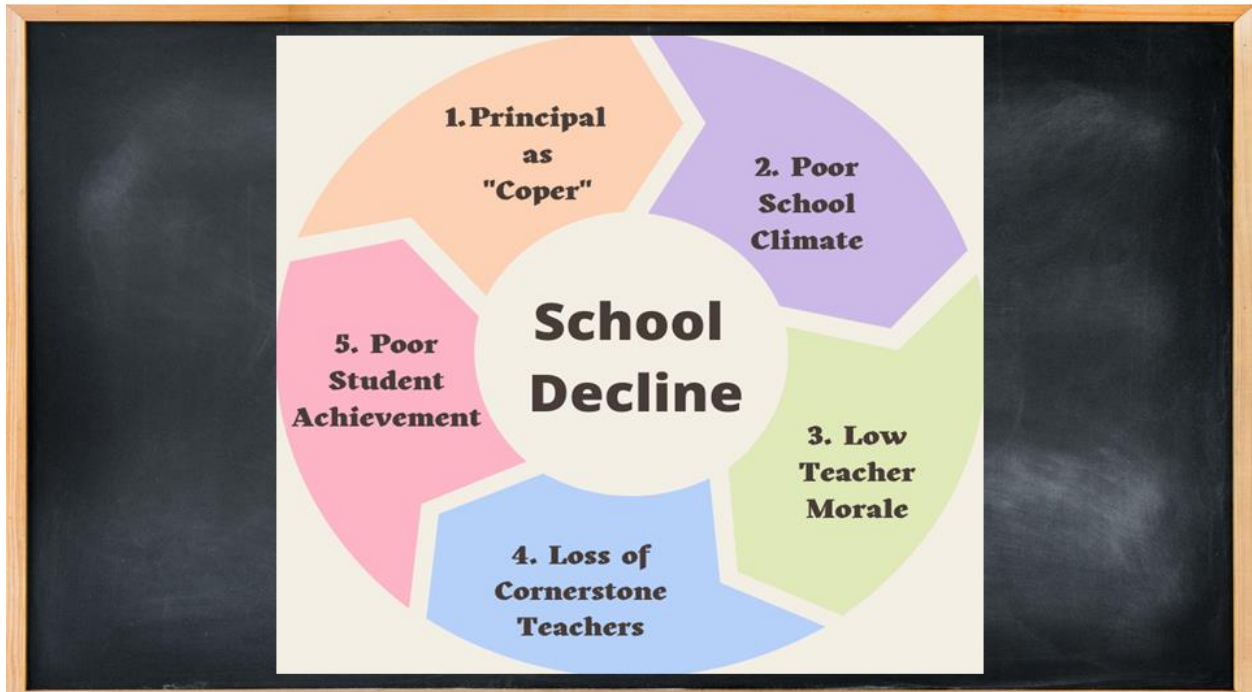
*A screaming person cannot hear you talking!*

**Avoiding  
Burnout  
by  
Preparing  
for Karen**

*Increasing...  
Preparation...  
Emotional toll...*

## **Prioritizing the Day to Avoid Burnout**

1. The daily tank of optimism and energy
2. Priorities vs. non-essentials
3. The workload and 20% vs. 10%
4. Matters that impact school equilibrium
5. Matters that impact school climate
6. Trusting your institutional radar



## The Educator's Marathon

- Run at a sprinter's pace
- The result of dauntless preparation
- Begins with eager anticipation
- Fatigue and doubt set in
- The quiet questions begin...  
"Is the toll on my body really worth it? Can I even finish at all?"

***But then...***



## About The Presenter

Bill Parsons is a nationally recognized principal and motivational speaker who understands the importance of educating and developing individuals and schools for sustained success. Bill has over thirty years of experience as a teacher, principal, and a school system leader. As a middle school teacher, he was selected as Teacher of the Year twice and was a top ten finalist for Georgia State Teacher of the Year. He served as middle school assistant principal at the same school he taught at for seven years.

As an elementary school principal, he developed Georgia's first character education program, was awarded an Innovative Schools Grant to create the school's first pre-kindergarten program, created multi-age classrooms, and implemented parallel-block scheduling that led to dramatic increases in student achievement, and significant decreases in discipline. His work there was featured in the Georgia Voyager magazine, Journal for the Georgia Association of Elementary Principals, Georgia Partnership for Excellence in Education, and Journal for the Georgia Association for Supervision and Curriculum Development. During this time Bill was awarded as the Troup County Citizen of the Year and received the Troup County Community Leadership Award.



As a high school principal, he began student mentorship programs, and teacher/student leadership teams that changed the entire culture of the school and increased achievement. During this time, he was selected as Georgia State Citizen of the Year, and nominated for the Milken National Educator of the Year. Bill also received the LaGrange College Most Distinguished Alumni Award, and West Georgia Youth Leadership Award. Bill received personal commendations from three different SACS accreditation teams for transforming school climate and innovative leadership. His work was featured in numerous publications including *Smart and Good High Schools*, Excellence and Ethics newsletter, Page One Magazine, and The Fourth and Fifth R's.

As an Assistant Superintendent, he mentored principals and was responsible for systemic planning that addressed school climate and school safety. During this time, he received the Georgia State Educational Leadership Award, was chosen to serve on the Seventh Congressional District At-Risk Youth Partnership, and served on the State of Georgia Leadership in School Improvement Task Force. Bill wrote the school safety, gang, and weapons protocols for Troup County School System, and was selected by RESA to train school resource officers.

Bill has spoken at hundreds of state and national workshops motivating teachers and school leaders. Two of those presentations included being the keynote speaker at the *International Conference on the Family* in Monterrey, Mexico, and the *Canadian Educational Leadership Conference* in Ontario, Canada. Bill is best known for his proven experience, humor, passion, and ability to motivate educators.

Learn more about Bill at:  
[www.helpinggreatschools.com](http://www.helpinggreatschools.com)



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