Principal Name: Jeff Harper
School Name: South Side Elementary
Principal's Email Contact: jharper@eastnoble.net

Background Leading to My Inquiry

Outline what led you to this particular inquiry. Include the following:
- Context: Administrators provide feedback and praise to staff members often. I believe that teams can be fueled by a leader's feedback and praise.
- The Issue/Tension/Dilemma/Problem that led to your action research: I noticed that it was becoming easy for me to provide feedback and praise in a manner that was rushed or conducted as another task to be completed and seemed to be viewing these instances as part of what had to be done in my position of leadership. Noticing this personal problem made me take action to ensure that the feedback I provided was meaningful and could spark action steps for the person I was addressing. I also wanted my praise to be more in line with expressing gratitude for effort that my team was putting into their craft as educators. Gratitude can easily diminish an individual's effort if it is given too frequently and for the wrong reasons. I wanted to avoid this as a leader.

The Purpose of My Inquiry

Therefore, the purpose of my action inquiry is to intentionally provide feedback that can inspire action and to be intentional about providing feedback to the people that I serve. I am tracking all feedback and gratitude that I share with every stakeholder group in my school community. I hope to discover a difference in the impact of my feedback and gratitude as I practice creating the most authentic versions of both in my practice as principal.

My Wondering

- With this purpose, I wondered what impact will specific, authentic feedback and gratitude have on our school's culture?

My Actions

In this step, begin by outlining how you gained insights into your wondering. Then, simply share exactly what you did to conduct this AR cycle.

In this section, provide the following:
- An articulation of any change/intervention/innovation/procedures you introduced

A good way to think about creating these segments is chronologically – what did you do first, second, third, etc. You should include such things as the timing and amount of each detail you share.

Data Collection

- Weekly tracking in a journal in the categories of feedback and gratitude, noting which person I directed the feedback and gratitude toward.
- Monthly simple tracking of feedback and gratitude by either individual or department/grade level.

My Data

Display data and share the ways you analyzed the data. **You may need additional slides**.

Quantitative data is often presented in graphs/charts/tables. You may wish to present quantitative data in at least two kinds of graphs organized in different ways to help you explain different aspects of your learning.

Qualitative data is often presented as excerpts of text from a journal, teacher reflections, etc. You may wish to present qualitative data by including one or more samples of text to help you explain different aspects of your learning.

My Discoveries

In this step, summarize your learning in two - three succinct statements that illustrate the most important and critical facets of what you learned:
- Learning Statement One:
- Learning Statement Two:
- Learning Statement Three:

Next, restate each learning statement and explain it. The explanation of your learning statement should refer to your data and you should include actual data within the explanation.

Where I Am Heading Next

In this step, reflect on your action research journey as a whole that accomplish the following:
- General reflection on the specific action research cycle just completed (Some Questions to Consider: What have you learned about your school? What have you learned about your teachers? What are the implications of what you have learned for your work?)

- Generation of Directions for The Future (Some Questions to Consider: What changes will you make or have made in your practice? What new wonderings do you have?)

As you present your concluding thoughts, once again consider weaving a reference or two into your conclusions to connect your conclusions to the field of administration at large.

Bibliography

In this step, simply provide the bibliographic information for any references you cited in any of the previous steps. List your references in alphabetical order by author last name. Follow APA, 6th Edition, to enter information about each of your references. Some examples are provided below. Examples of other reference types can be found here: http://owl.english.purdue.edu/owl/resource/560/06/. You may also find the Citation Machine helpful (http://citationmachine.net/).

Books
- Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle*. Location: Publisher.

Single Author Article
- Author, A. A. (Year of publication). Title of article. *Name of journal, volume (number)*, page numbers.

Multiple Authors Article
- Author, A. A. & Author B.B. (Year of publication). Title of article. *Name of journal, volume (number)*, page numbers.

Websites
- Author, A. A., & Author, B. B. (Date of publication). Title of document. Retrieved from http://Web address

Citing Your Presentation and Publication

Congratulations on completing the Year 1 Action Inquiry process! You can list your project as both a professional presentation and a professional publication on your resume. Here are examples of the correct ways to cite:

Presentation

Marrs-Morford, L. (2019). Providing effective feedback. Presented at the annual Indiana Principal Leadership Institute Action Research Showcase, Indianapolis, IN.

Publication

Marrs-Morford, L. (2018). Providing effective feedback. Retrieved from https://Web address

Background Leading to this Inquiry

Context: Administrators provide feedback and praise to staff members often. I believe that teams can be fueled by a leader's feedback and praise.

The Issue/Tension/Dilemma/Problem that led to your action research: I noticed that it was becoming easy for me to provide feedback and praise in a manner that was rushed or conducted as another task to be completed and seemed to be viewing these instances as part of what had to be done in my position of leadership. Noticing this personal problem made me take action to ensure that the feedback I provided was meaningful and could spark action steps for the person I was addressing. I also wanted my praise to be more in line with expressing gratitude for effort that my team was putting into their craft as educators. Gratitude can easily diminish an individual's effort if it is given too frequently and for the wrong reasons. I wanted to avoid this as a leader.

Purpose of This Inquiry

The purpose of my project is to intentionally provide feedback that can inspire action and to be intentional about providing feedback to the people that I serve. I am tracking all feedback and gratitude that I share with every stakeholder group in my school community. I hope to discover a difference in the impact of my feedback and gratitude as I practice creating the most authentic versions of both in my practice as principal.

My Wondering

With this purpose, I wondered what impact will specific, authentic feedback and gratitude have on our school's culture?

My Actions

I attempted to stop providing feedback and praise as quick conversation pieces and started to reflect on individual strengths and efforts within my school.

I documented my thinking in a journal and provided actionable feedback and specific gratitude to staff members.
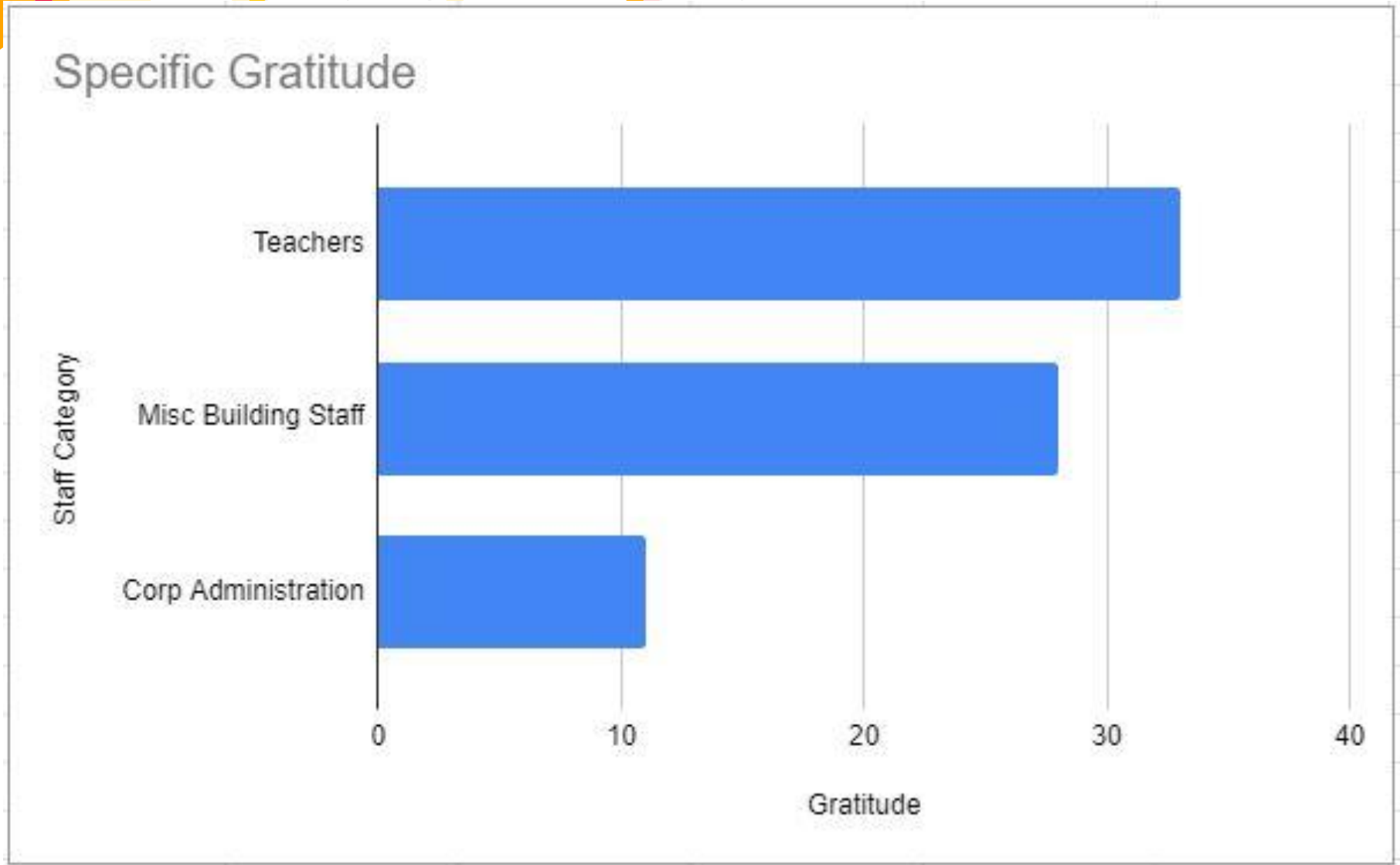
Data Collection

Weekly tracking in a journal in the categories of actionable feedback and gratitude, noting which person I directed the feedback and gratitude toward.

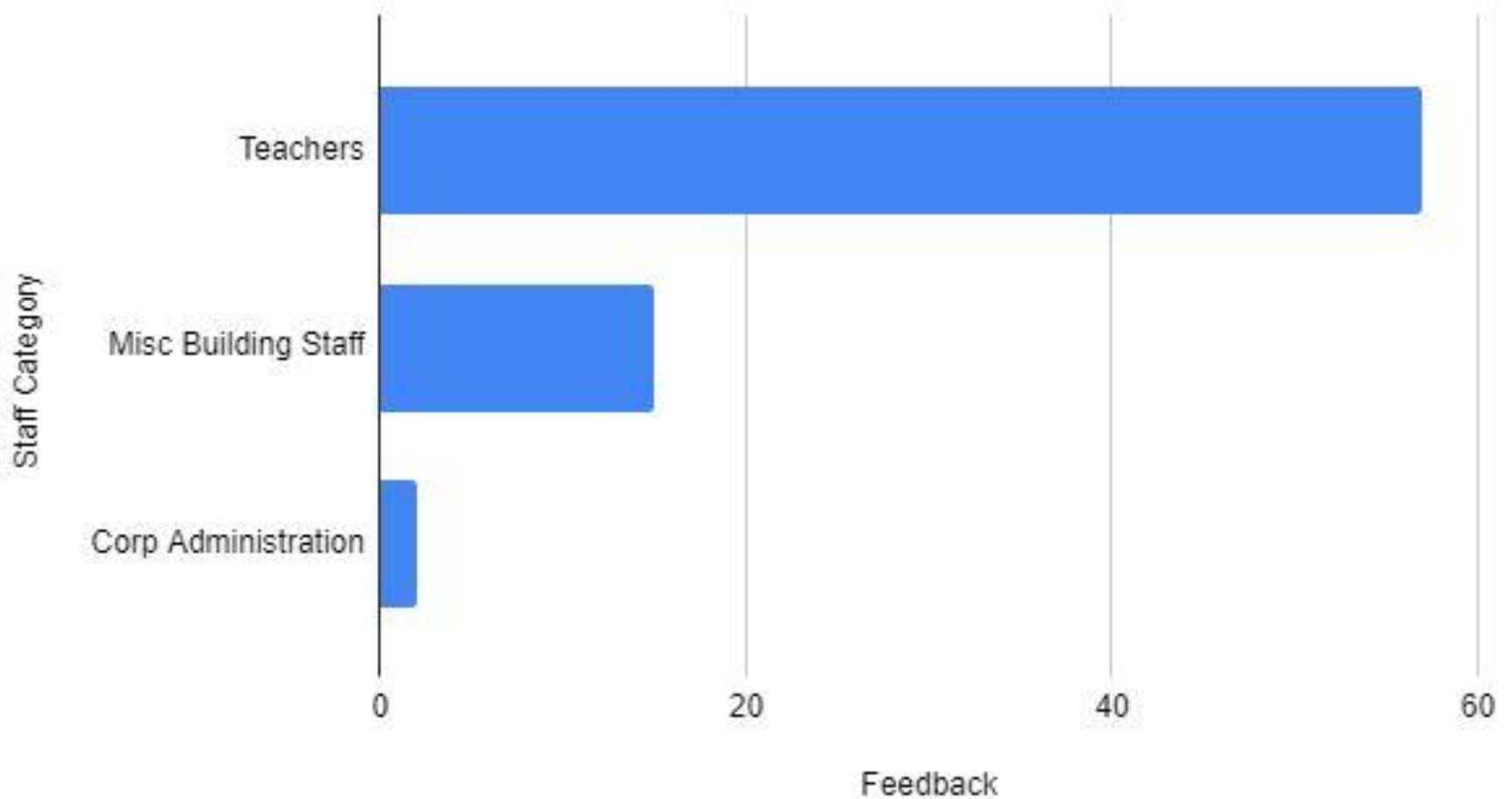Monthly simple tracking of feedback and gratitude by staff category

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My Data

Specific Gratitude — bar chart of Gratitude by Staff Category
- Teachers: ~33
- Misc Building Staff: ~28
- Corp Administration: ~11

My Data

Actionable Feedback

Staff Category

- Teachers
- Misc Building Staff
- Corp Administration

Feedback

0   20   40   60

My Discoveries

- Providing actionable feedback required me to be more involved in an individual's work. This allowed me to become a more active leader.

- Many challenges come with attempting to provide actionable feedback, as this was much more time consuming than providing people with quick feedback without the possibility of action steps being included or offered.

My Discoveries

- Gratitude was not hard to provide. When I became more intentional with providing gratitude, I noticed more specific responsibilities that were being taken by my school staff. This brought a greater appreciation of individual efforts that I had taken for granted in the past due to a lack of effort on my part to notice those efforts.

Where Am I Heading Next

My original wondering lead me down a path that required me to put effort and thought into my gratitude and feedback for the people I work for. This path was worthwhile as I believe the outcome was impactful for me as a leader that can be trusted to provide meaning with my words. As a leader, the words I use matter and need to be well thought out before delivering messages to the people I'm responsible for serving.

Where Am I Heading Next

Through my action research project I have created a new habit for myself. Through continued practice I can further develop my skill of crafting meaningful messages for staff members that will have a greater impact over time. A challenge will be continuing to track these areas. I believe that taking time to do so will help me to remain accountable to my belief in the importance of gratitude and actionable feedback.