

Impacting Relationships with Intentional Interactions

Eisenhower Elementary

Principal: Jenna Moree
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Background Leading to this Inquiry

- Joined the Eisenhower Elementary team this school year (21-22) as the new Principal.
- New to the Warsaw community
- Development of relationships
 - students and staff
- Relationships
 - Important foundation
 - Learning about each other
 - Positive impact
 - Building trust

Purpose of This Inquiry

Therefore, the purpose of my action inquiry was to focus attention on the development of my relationships with the staff and students at Eisenhower Elementary. I want to positively impact the development of those relationships through intentional interactions.

A focus on intentional interactions with both students and staff in order to foster positive relationships. The intentional interactions will develop personal connections, promote celebrations, and provide daily encouragement.

My Wondering

With this purpose, I wondered...

How might I impact my relationships with staff and students through intentional interactions?

My Informal Actions

I ensured informal interactions with staff and students occurred daily through my presence in the building and verbal check-in's.

Verbal Interactions would take place during:

- Arrival
- Transitions in hallways
- Cafeteria
- Popping into classrooms
- Recess
- Dismissal

My Intentional Actions

I created intentional interactions when making a conscious effort to engage with the staff and students for various reasons.

Intentional interactions would take place during:

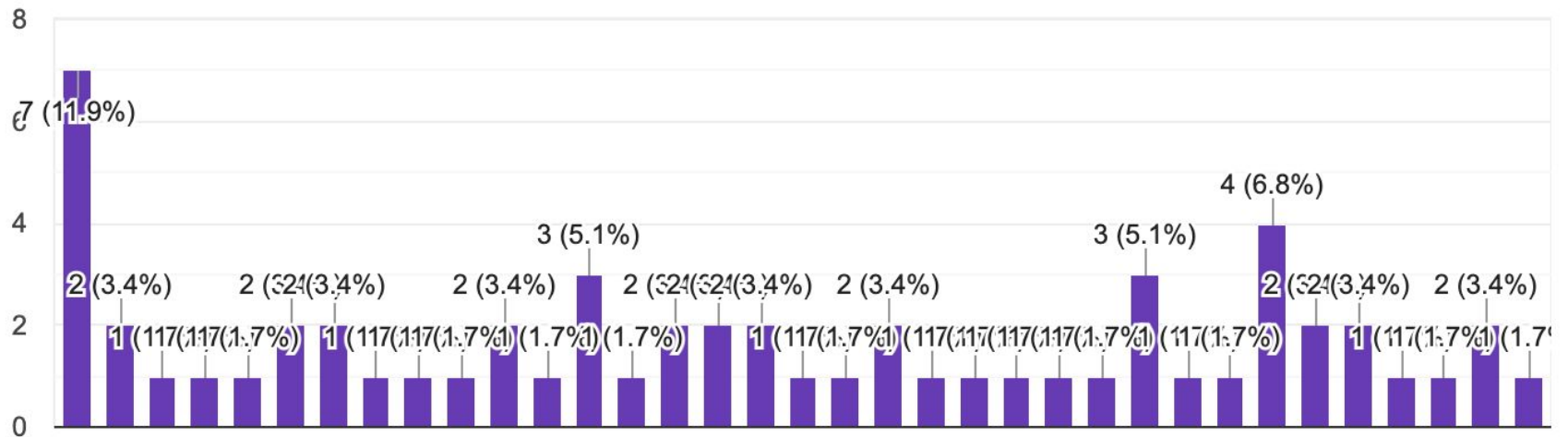
- Check-in's with staff regarding his/her well being
- Noticing and providing staff members with encouragement
- Short and long observation feedback
- Supporting staff with challenging student behaviors
- Learning about student interest when engaged with informal interactions
- Encouraging students while engaged in the classroom

Data Collection

- Informal Data Collection included:
 - reflection upon relationships with different individuals in the building
 - understanding how our interactions have developed since the start of the school year
 - verbal and nonverbal responses through different interactions
- Formal Data Collection was collected through a Google Form.
 - Google Form tracked intentional interactions:
 - Teacher name
 - Date
 - Time
 - Type of interaction with staff and students
 - Type of feedback provided to teacher
 - note
 - email
 - verbal
 - none

My Data

59 responses

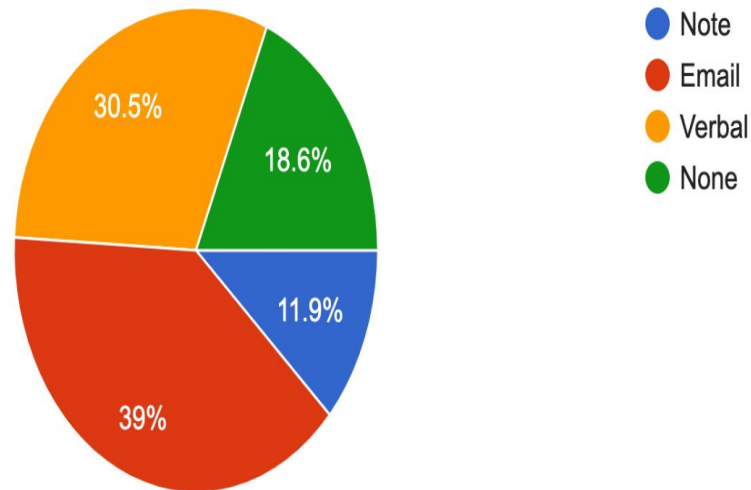


86% of my intentional interactions with staff occurred prior to 11:30 am

My Data

Type of Feedback to Teacher

59 responses



The email feedback often lead to a verbal conversation which is not noted in the data collection.

My Discoveries

1. Learning Statement One: I need to balance my intentional interactions in order to positively impact relationships across my building.
2. Learning Statement Two: Student driven interactions.
3. Learning Statement Three: Verbal interactions are positively impacting the relationships.

POSITIVE IMPACT



Where Am I Heading Next

- ★ Continue development of the relationships with my staff and students through intentional interactions
 - foster meaningful connections
 - support the needs of the staff and students
 - provide encouragement
 - celebrate
- ★ More intentionality with the DLI and Intermediate teachers
 - improve the balance of interactions with both traditional and DLI teachers

Bibliography

Not applicable to this AR project.



Impacting Relationships with Intentional Interactions

Principal Name: Jenna Moree

School Name: Eisenhower Elementary

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Background Leading to My Inquiry (Slide 2)

Outline what led you to this particular inquiry. Include the following:

*Context

- I joined the Eisenhower Elementary team this school year (21-22) as the new Principal. In addition to being new to the school, I was new to the Warsaw community. My family and I moved to Warsaw and started many life transitions right at the start of the school year.

*The Issue/Tension/Dilemma/Problem that led to your action research

- As a result, I needed to develop relationships with students and staff in order to make a positive impact in the years to come.
- I understand the importance and value of the relationships built with those inside the school as those relationships build an important foundation.

The Purpose of My Inquiry (Slide 3)

Therefore, the purpose of my action inquiry was to focus attention on the development of my relationships with the staff and students at Eisenhower Elementary. I want to positively impact the development of those relationships through intentional interactions.

A focus on intentional interactions with both students and staff in order to foster positive relationships. The intentional interactions will develop personal connections, promote celebrations, and provide daily encouragement.

My Wondering (Slide 4)

With this purpose, I wondered . . .

How might I impact my relationships with staff and students through intentional interactions?

My Actions (Slide 5 & 6)

I ensured informal interactions with staff and students occurred daily through my presence in the building and verbal check-in's.

Verbal Interactions would take place during:

- Arrival
- Transitions in hallways

- Cafeteria
- Popping into classrooms
- Recess
- Dismissal

I created intentional interactions when making a conscious effort to engage with the staff and students for various reasons.

Intentional interactions would take place during:

- Check-in's with staff regarding his/her well being
- Noticing and providing staff members with encouragement
- Short and long observation feedback
- Supporting staff with challenging student behaviors
- Learning about student interest when engaged with informal interactions
- Encouraging students while engaged in the classroom

Data Collection (Slide 7)

I collected data both informally and formally regarding the relationships between myself, staff, and students.

- Informal Data Collection included:
 - reflection upon relationships with different individuals in the building
 - understanding how our interactions have developed since the the start of the school year
 - verbal and nonverbal responses through different interactions
- Formal Data Collection was collected through a Google Form.
 - Google Form tracked intentional interactions:
 - Teacher name
 - Date
 - Time
 - Type of interaction with staff and students
 - Type of feedback provided to teacher
 - note
 - email
 - verbal
 - none

My Data (Slides 8 & 9)

Quantitative data:

- Slide 8 displays a bar graph of the teachers that I recorded an intentional interaction
 - 86% of those interactions occurred prior to 11:30 am
- Slide 9 displays the type of feedback or follow-up that I provided to the teachers regarding an intentional interaction
 - Intentional interactions included:
 - Check-in's on staff regarding his/her well being

- Providing a staff member with encouragement
- Short and long observation feedback
- Supporting staff with challenging student behaviors
- Learning about student interest when engaged with informal interactions
- Encouraging students while engaged in the classroom

My Discoveries (Slide 10)

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: I need to balance my intentional interactions in order to positively impact relationships across my building.
- Learning Statement Two: Student driven interactions.
- Learning Statement Three: Verbal interactions are positively impacting the relationships.

Learning Statement One: I need to balance my intentional interactions in order to positively impact relationships across my building.

- ➔ I discovered 50% of my interactions were focused on the traditional classroom teachers. However, when I drill down into the number of teachers that only encompasses 7 teachers in the building. I have 14 Dual Language Immersion (DLI) teachers that are not receiving intentional interactions as often as the traditional teachers in the building.

Learning Statement Two: Student driven interactions.

- ➔ 100% of the recorded data titled, "type of interactions with teacher and students," were student driven interactions. I discovered every piece of evidence was related to supporting a student(s) need in the building. Those needs ranged from supporting challenging student behaviors, to observational feedback impacting the student learning, to ensuring we are working on a collaborative plan to address academic needs.

Learning Statement Three: Verbal interactions are positively impacting the relationships.

- ➔ As I reflect upon the relationships developed between myself and the staff, the verbal interactions have created more meaningful relationships and the development of trust. Staff members are comfortable with communicating concerns to me, working collaboratively to support needs in the building, and sharing ideas. I discovered that many of my email interactions lead to additional verbal communication, thus impacting the development of the relationship even further.

Where I Am Heading Next (Slide 11)

My discoveries and reflections are guiding my next steps as I continue to develop the relationships with my staff and students. My data revealed that I was spending a large amount

of my time and interactions with the Primary side of the building as well as the traditional teachers within the building. As a result, I began to be more intentional with the DLI and Intermediate teachers. I have discovered this is a challenging area to balance due to the current needs in the building and will require intentionality.

My wondering has supported the development of meaningful relationships which is an area that can easily get lost in the constant shuffle of a school day. A Principal has many areas to balance day in and day out, but the relationships within the building are the key to a lasting impact and continued growth. I plan to continue the development of the relationships with my staff and students by continuing intentional interactions in order to further foster positive relationships.

Most importantly, I learned a great deal about the staff and students both personally and professionally in my building. I am a part of a great team that wants students to succeed. The teachers care about each other and about the students of Eisenhower. I am grateful for the opportunity to join Eisenhower this school year and I am looking forward to my more memorable experiences as our relationships continue to grow!

Bibliography (Slide 12)

Not applicable to this AR project.