



Positivity For All

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Background Leading to My Inquiry (Slide 2)

We all want to feel valued and appreciated. How is it that I can make my staff feel that way throughout the entire school year? As a teacher, I always enjoyed reading notes that were placed either in my mailbox or on my desk from my administrators or peers. Those notes gave a boost to my self-esteem while making me feel as a valued part of our team. The notes would be placed in my desk drawer so I could go back and read them when I needed a pick me up. I want my staff to feel valued and appreciated throughout the year. We all start out the year with positive feelings, however February and March are always tough months for educators prior to our break. I want to make sure I do all I can to keep them feeling positive, valued and appreciated.

With this being my second year as principal, I began to notice in late September that I was not writing the same amount of notes or cards as I had during my first year. Everything seemed to be taking so much more time that I wasn't even thinking about the notes. I didn't like how I was feeling. I felt that I was letting them down by not sharing all of the positive thoughts I was having about them.

The Purpose of My Inquiry (Slide 3)

Therefore, the purpose of my action research was to ensure that I was giving positive notes to staff members, so they would feel valued and appreciated throughout the entire school year.

My Wondering (Slide 4)

With this purpose, I wondered if my staff received positive notes at different times throughout the school year would they feel valued and appreciated.

My Actions (Slide 5)

To gain insight into my wonderings, I began to track how often I wrote positive notes to teachers and para-professionals.

Data Collection (Slide 6)

I began collecting this data in December and concluded in February. I would write down on a post-it note designated for each teacher or paraprofessional each time I gave them a positive note. In March, I sent out a survey to collect data on how teachers were feeling and how they would like to be recognized. In addition to the number of times I wrote them notes, I wanted to know how they were feeling.

My Data (Slides 7, 8, 9)

My data shows the numbers of times I provided a staff member with a positive note. This was an easy way for me to track each staff member and when I gave them a note. It was my goal in the beginning to get everyone at least three notes during my data collection time. However, as you can see that did not occur. I only tracked that one staff member received three notes. This person and I were working close on a couple of cases, so I know it was easier for me to write these notes. I also noted that the teachers who are more independent received only one note during that time.

In March, I sent out a questionnaire to teachers and paraprofessionals to determine if they felt appreciated and valued in addition to ways they individually liked to be recognized. This questionnaire was anonymous as I wanted them to be honest. All of my teachers and paraprofessionals replied that they feel appreciated and valued at school. It was interesting to learn the ways they would like to be recognized; 61.5% indicated face-to-face conversation, 23.1% indicated email, and 15.4% personal note.

My Discoveries (Slide 10)

From my action research, I have discovered that all of my teachers and paraprofessional feel appreciated and valued at school. I also learned that 61.5% of my teachers and paraprofessional would like conversations with me so I can share personally how I appreciate and value them.

Teachers also provide the following comments, "Being actively involved in discussions about interventions, teaching strategies, curriculum, and assessment," "When I'm given somewhat challenging tasks to complete (working with a particular student, taking on a new method of working with students), it lets me know that you feel I'm capable of handling that challenge." and "Additionally, when you offer help or prompt staff to tell you what we need from you to help students each day makes me feel very supported." These comments tell me that I am supporting them in feeling appreciated and valued in many other ways besides the positive notes or comments.

Where I Am Heading Next (Slide 11)

In the future, I will continue to track the positive notes and face to face conversations to ensure that my staff feels appreciated and valued throughout the school year. This is important to me because I know that it can be easily overlooked in my busy daily activities. I would also like to encourage my staff to give positive notes and/or more face to face conversations with other staff and students so they can feel valued throughout the year.

Bibliography (Slide 12)

N/A

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Elementary

Principal's Name: Carmine Akers

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Background Leading to this Inquiry

- We all want to feel valued and appreciated. How is it that I can make my staff feel that way throughout the entire school year? As a teacher, I always enjoyed reading notes that were placed either in my mailbox or on my desk from my administrators or peers. Those notes gave a boost to my self-esteem while making me feel as a valued part of our team. The notes would be placed in my desk drawer so I could go back and read them when I needed a pick me up. I want my staff to feel valued and appreciated throughout the year. We all start out the year with positive feelings, however February and March are always tough months for educators prior to our break. I want to make sure I do all I can to keep them feeling positive, valued and appreciated.



Purpose of This Inquiry

- Therefore, the purpose of my action research was to ensure that I was giving positive notes to all staff members, so they would feel valued and appreciated through the end of the school year.



My Wondering

- With this purpose, I wondered if my staff received positive notes at different times throughout the entire school year would they feel as valued and appreciated members of our staff. I also wondered if they received the positive notes from me, would they in return write more positive notes to their students or parents.

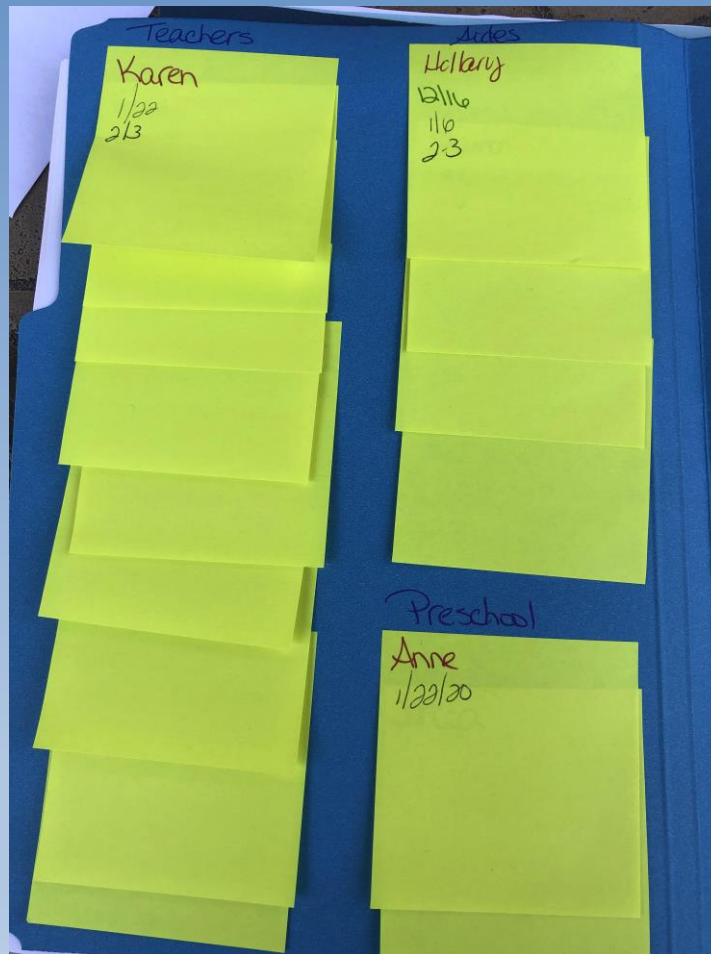


My Actions

- To gain insight into my wonderings, I began to track how often I wrote positive notes to teachers and para-professionals. I began collecting this data in December and concluded in February. In March, I sent out a survey to collect data on how teachers were feeling and how they would like to be recognized.



Data Collection



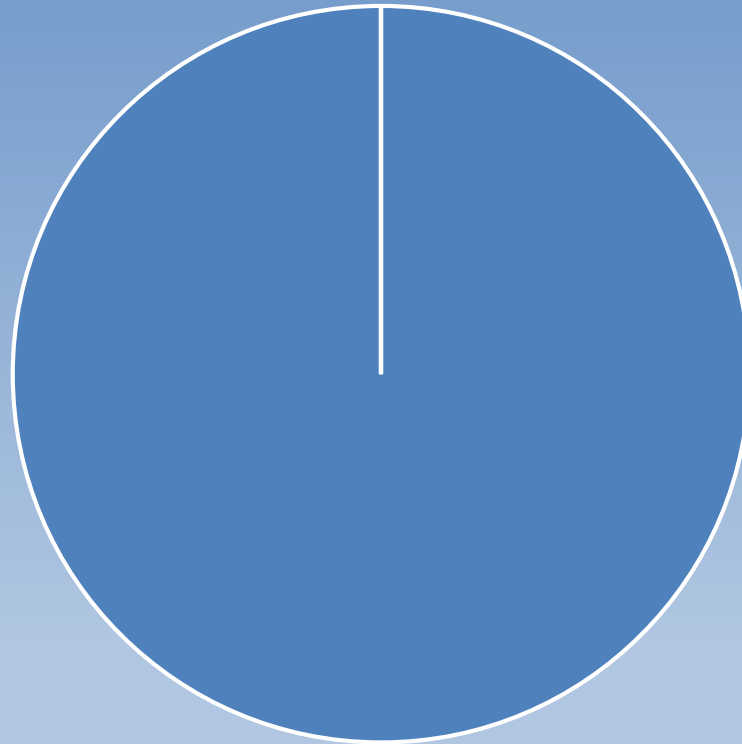
My Data

Teacher /Paraprofessionals	Number of Positive Notes
1	2
2	2
3	1
4	2
5	1
6	1
7	2
8	2
9	1
10	3
11	2
12	1
13	1



My Data

Staff Feel Appreciated

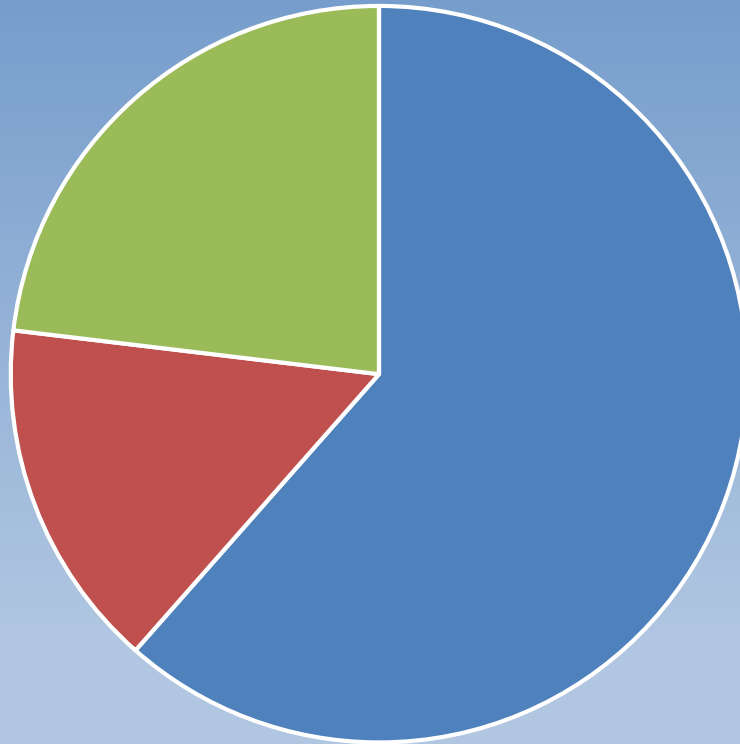


■ Yes ■ No ■ ■



My Data

Which of These Makes You Feel Most Appreciated?



■ Face to Face Conversation ■ Email ■ Personal Note ■ Whole Staff Celebration



My Discoveries

- From my action research, I have discovered that all of my teachers and paraprofessional feel appreciated and valued at school.
- From my data collection, I also learned that 61.5% of my teachers and paraprofessional would like conversations with me so I can share personally how I appreciate and value them.



Where Am I Heading Next

- In the future, I will continue to track the positive notes and face to face conversations to ensure that my staff feels appreciated and valued throughout the school year.
- Encourage my staff to give positive notes and/or more face to face conversations with other staff and students so they can feel valued throughout the year.



Bibliography

- N/A

