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Background Leading to My Inquiry:
Upon gathering additional understanding of my generated PCM profile, I would like to intentionally address some of the indicators that were shared for my psychological needs. Before I share those needs below under the "purpose" category, I want to first highlight 3 areas within the sources of persister motivation in leadership that resonate with me. The following are sources of motivation I connected with: casting a vision for the future, living with integrity and purpose, and knowing you influenced someone's life positively. I strive every day to accomplish these or continue to work towards these areas, but the feedback, progress, end product, or results are not always immediate or obvious, which can make it challenging at times to measure growth or understand the degree of progress.

Purpose:
My focus for my action research will be spending time each day/week reflecting and answering the following questions which are designed to keep me "energized" and "healthy" personally: Have I made a positive difference, have I advanced my values, have I acted with integrity, and have I earned respect without instilling fear.

Question (Wondering):
If I spend intentional time reflecting daily or weekly on my phase psychological needs, will I see an increase in energy, drive, and overall personal well-being?

> **Sub Questions:**
> - ☐ If I take time to approach or react to conversations with the different PCM floors in mind, will that enhance my professional relationships with my staff and improve my personal overall well-being?
> - ☐ If my psychological needs are not met, what distress indicators arise more often or frequently and how does that make me feel? Are there any specific triggers?
> - ☐ How do I bounce back or react when a distress signal goes off in the immediate and what do I do to keep my distress from going to the second degree?
> - ☐ Will seeking out staff who may exhibit different strengths within the PCM floors allow me to exercise and grow beyond my comfort zones that were identified through the PCM model?

Method (What will I be doing)

My goal is to systematically interact with teachers and staff throughout the week with the intention of connecting either professionally or personally depending on the conversation content.   I will use sticking notes periodically as a way to provide quick and short feedback or conversation starters when visiting classrooms. I can follow up with those particular staff members informally when they are not teaching or working with students. The sticky notes will open the door for positive conversations once a staff member sees the sticky note in their mailbox. Furthermore, I will choose a different location of the building to walk and interact with staff in both the morning and afternoon. Ideally, over the course of the week, I will informally connect with everyone in my building. These intentional and systematic interactions will allow for me to reflect on the content of each conversation or the ones that resonate that particular day or week.

Data Collection:

I will jot down my thoughts and summary of interactions with staff in a journal. I will also use a google sheet to compile all of those reflections, which will allow for a quicker way to organize and compile my reflections for future reference. Each week will include interaction notes with staff and also the answering of physiological need questions associated.

Calendar (timeline):

Starting October 30, I will collect data and analyze any patterns that may be prevalent as I am reviewing conversational notes. Mid January (45 school days) I will end my collection of data and begin reviewing conversational notes with staff members to prepare by data analysis.

Data Analysis:

Each week's notes will be compiled with notes taken from interactions with staff. I will review my psychological needs and see if those needs were met by answering the following questions: Have I made a positive difference, have I advanced my values, have I acted with integrity, and have I earned respect without instilling fear. I would like to see if there is a correlation of conversational content and personal psychological needs being met. If there is a correlation, can I identify it and how can I replicate this process so I can continue to fill my cup up or meet my psychological needs.

My Discoveries:
- What have I learned as a principal?
    Continued reflection and intentional conversations lead to growth.

- What have I learned about teachers and students in my building?
    Continued connection can lead to increased student achievement.

- What have I learned about the larger context of schools and schooling?
  Great schools have teachers and staff who talk about student achievement when they do not have to. Being intentional to monitor this in an informal way and praise my staff for continued efforts.

- What are the implications of what I have learned for my work as a principal?
  Modeling reflection, personal growth, along with continued conversation about student achievement and refining systems associated with that growth will lead to success.

- What changes might I make in my administrative practice?
  Continued transparency of self growth and reflection, along with increased intentional conversations to strengthen and model the importance of relationships.

- What new wonderings do I have?
  How can I build intentional time to collaborate for teachers and staff to increase our student achievement and learning.

- When it comes to 2nd degree stressor conversations, how can I mitigate or avoid these stressors?
  During those interactions, keeping my comments or dialogue objectively driven with data and navigating around the emotionally driven responses without getting off course.

Where I Am Heading Next:
- I need to continue to model behavioral expectations, physically (connecting in the flesh) and verbally (navigating interpersonal skills) to mitigate 1st or 2nd degree stressors.

- I need to be intentional on providing collaborative approaches and verbally walking through scenarios to help develop building level relationships and trust.   Sharing my struggles and intentions through reflection and conversation.

- Defining and organizing weekly collaborative meetings with purpose will impact systems and procedures, along with increasing student achievement.

- Continue to compliment teachers and staff for their achievements, accomplishments, collaboration or self-reflections. This will boost morale or self confidence and inspire others to challenge themselves interpersonally or will help refine their instructional methods and craft by sharing ideas openly.

Bibliography:

- Fullan, E. (2009). Leading with Passion and Knowledge: The Principal as Action

  Researcher. Corwin A Sage Company & American Association of School Administrators.

Indiana Principal Leadership Institute - Cohort 11

Year One: Action Research

Psychological Needs
& Personal Well-Being

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Wondering….

If I spend intentional time reflecting daily or weekly on my phase psychological needs, will I see an increase in energy, drive, and overall personal well-being?

Thoughts during data analysis….

- Unpacking a day can be difficult.

- Some days are manageable, but others are heavy hitters.   At times, there is not enough time during the day to balance everything.

- It's amazing how many relationships are compartmentalized or managed.

- Where is my time spent based on the most memorable highlights from the week?

Data Collection Overview

I kept a google sheet log and entered qualitative data, along with some quantitative data.

Qualitative Data:

- Context of conversations

- Feelings associated with conversations
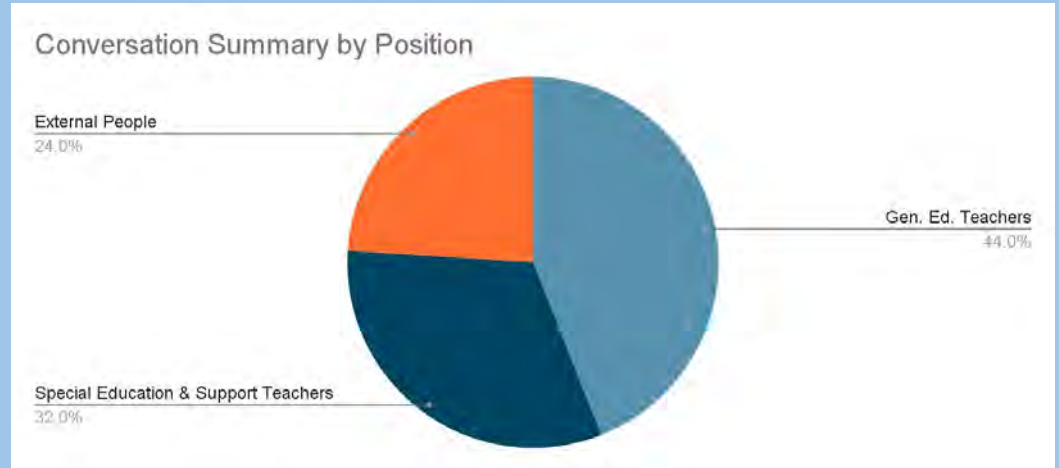

Quantitative Data:

- Positions (gen. Ed. teachers, special ed. teachers / support teams, and external building people)

- Years of teaching experience

- My psychological needs and if they were met:
    - Have I made a positive difference?
    - Have I advanced my values?
    - Have I acted with integrity?
    - Have I earned respect without instilling fear?

- Distress Indicators presented with each interaction

Data Analysis & Trends

- Collection Timeline: 10-30-23 - 1-12-24 (45 school days)
- Included 18 conversations with one or more people

★ 44% included general education teachers

★ 32% included special education / support realms

★ 24% included external people (substitutes, university representatives, parents, etc.)

★ 71% (10 out of 14) of the teacher related conversations involved teachers with either 0-3 years of teaching experience or they are new to our building.

Conversation Summary by Position

External People
24.0%

Gen. Ed. Teachers
44.0%

Special Education & Support Teachers
32.0%

Data Analysis & Trends Continued….

Throughout data collection and reflection on conversations, I would review my psychological needs and determine which were met or not, along with including first degree or second degree stressors that may have been associated.

Psychological Needs & Stressors

- Have I made a positive difference = 56%

- Have I advanced my values? = 78%

- Have I acted with integrity? = 94%

- Have I earned respect without instilling fear? = 72%

- First Degree Stressors = 11%

- Second Degree Stressors = 11%

Notable Trends:

- When I had a conversation that only fulfilled 2 of my 4 psychological needs, that conversation was associated with 2nd degree stressors.

- When I had a conversation that had 3 psychological needs fulfilled, 29% of the time, those conversations would be associated with first degree stressors.

- Of my 18 logged conversations, 33% of them had all 4 of my psychological needs met.

- Of my 18 logged conversations, 78% were not associated with any distressors.

Discoveries

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Bibliography

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