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Recognizing the Good

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Coesse Elementary

Meggan Hoag

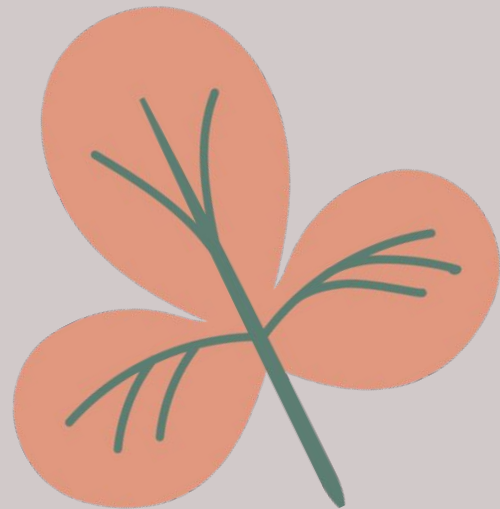
hoagma@wccsonline.com

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Background Leading to this Inquiry

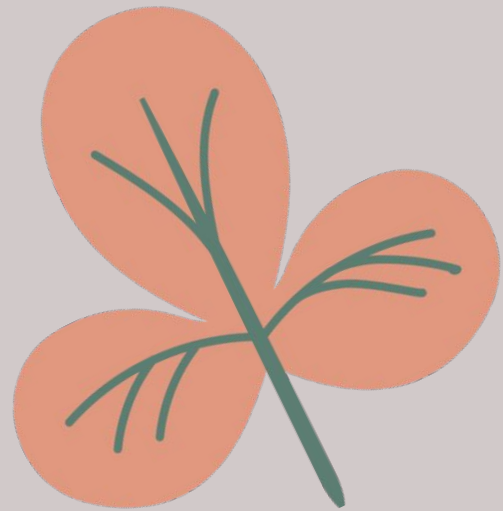
- **Persister Base/Harmonizer Phase**
 - **Primary distress behavior: to notice and correct the mistakes of others.**
 - **Tip: Pay more attention to what's working.**
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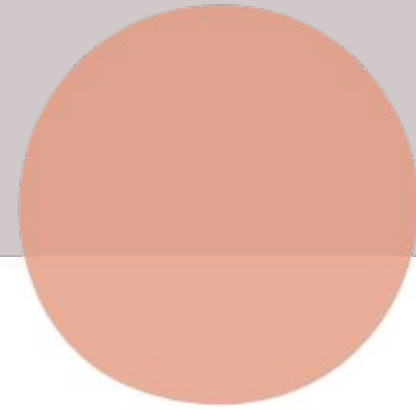




Purpose of this Inquiry

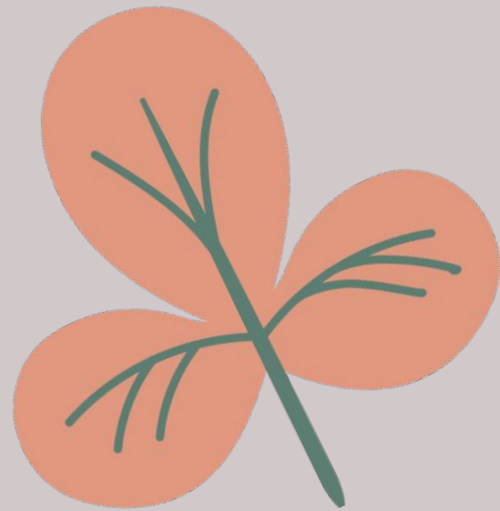
- **Combat first degree distress**
 - **Create a positive habit**
 - **Attempt to improve job satisfaction**
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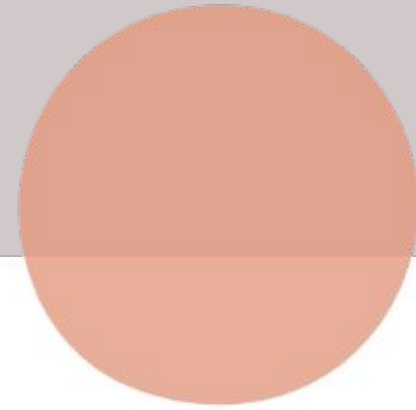




My Wondering

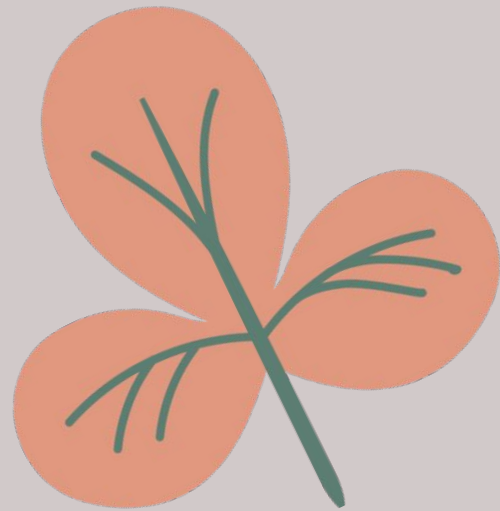
Will being intentional about recognizing and celebrating people's good work increase my job satisfaction and enable me to recognize the good more naturally?





My Actions

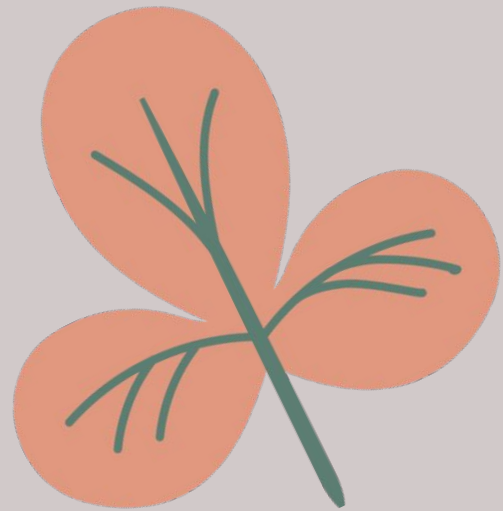
- **Look for, and note, the good things others are doing.**
 - **Write notes celebrating what is going well.**
 - **Track notes sent to ensure positive feedback is widespread.**
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Data Collection

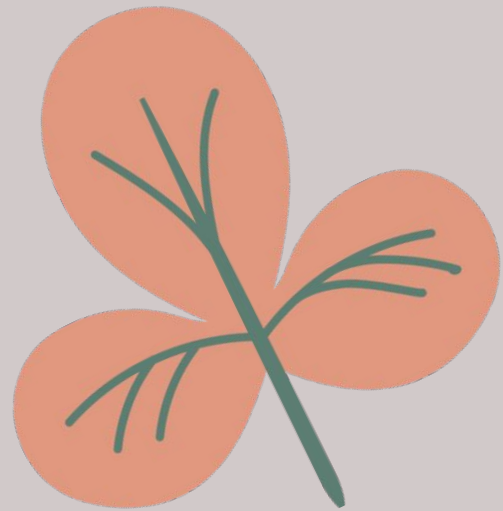
- **Track notes sent daily**
 - **Who?**
 - **For what?**
 - **Weekly personal reflection**
 - **Focus on job satisfaction**
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My Data

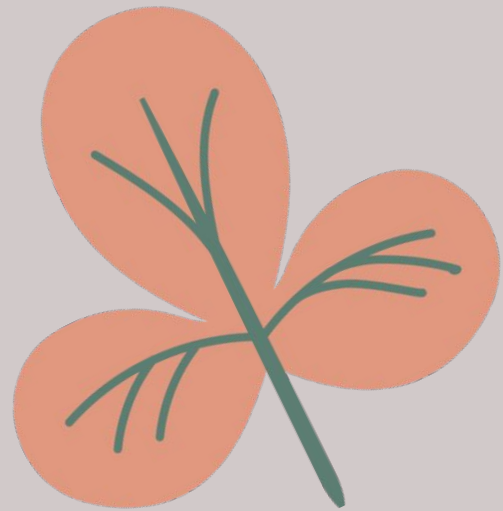
- **I wrote 41 notes in six weeks celebrating:**
 - **Going above and beyond**
 - **Relationships with students**
 - **Parent communication**
 - **Great teaching**
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My Data

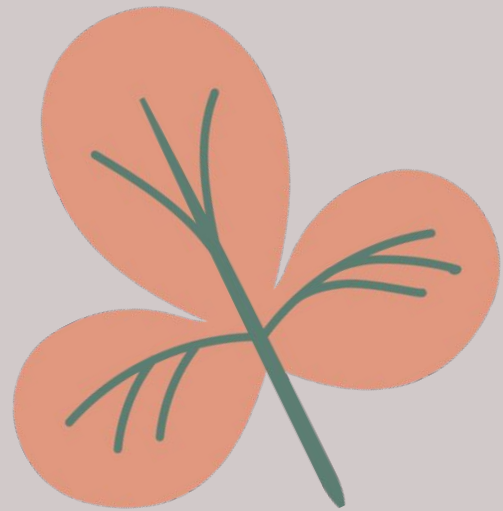
- **My weekly reflections noted:**
 - **Positive boost from notes**
 - **Focusing on positives helps me feel more positive about our school**
 - **Recognizing the positive was something I had to remind myself to do**
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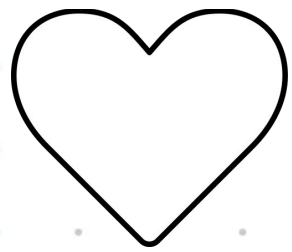


My Discoveries

- **Writing notes helped me focus on the positives.**
 - **I felt more positive about myself and my school.**
 - **Recognizing the positives did not come naturally - even after six weeks of daily notes.**
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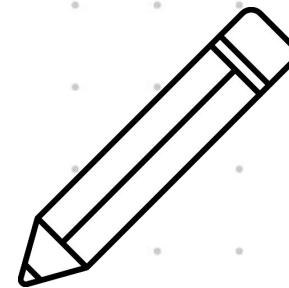


What's Next?



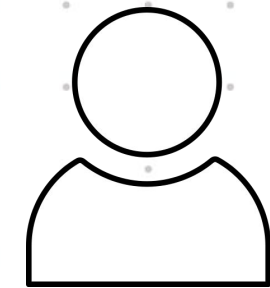
Recognize the Good

"In K-12 systems...we tend to spend so much time looking for things that are wrong that we don't see what's right." (Studer & Pilcher, 2015)



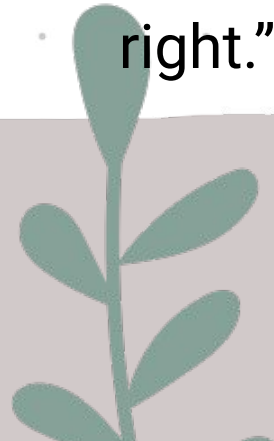
Write Positive Notes

"People are engaged and willing to go the extra mile when leaders frequently express their appreciation." (Studer & Pilcher, 2015)



Get Specific - Publically

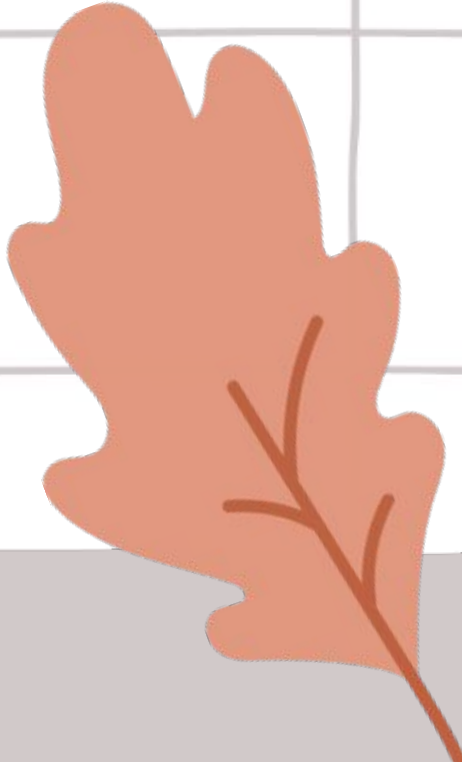
"If we get specific about the behaviors we reward and recognize, we'll go much further toward encouraging others to practice those behaviors." (Studer & Pilcher, 2015)





Bibliography

Studer, Q., & Pilcher, J. (2015). *Maximize Performance: Creating a Culture for Educational Excellence*. Fire Starter Publishing.



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Background Leading to My Inquiry (Slide 2)

I am a Persister Base/Harmonizer Phase. As such, one of my primary distress behaviors is to notice and correct the mistakes of others. Unchecked, I am afraid this could lead me to be viewed as an overly critical pessimist. One tip to combat this distress behavior, provided in the PCM leadership profile, is to pay more attention to what's working. In addition, in *Maximize Performance* the authors state, "In K-12 systems...we tend to spend so much time looking for things that are wrong that we don't see what's right." (Studer & Pilcher, 2015)

The Purpose of My Inquiry (Slide 3)

Therefore, the purpose of my action inquiry was to combat my first-degree distress behavior of primarily noticing mistakes. I set out to see if I could train myself to notice more positives, and to see if recognizing the positives would make me feel better about myself and my job.

My Wondering (Slide 4)

With this purpose, I wondered, will being intentional about recognizing and celebrating people's good work increase my job satisfaction and enable me to recognize the good more naturally?

My Actions (Slide 5)

My plan was to look for, and note, the good things others are doing during classroom walkthroughs. Then I would write daily notes to staff members celebrating what is going well. I also tracked the notes sent to ensure positive feedback was widespread.

Data Collection (Slide 6)

I kept track of notes sent to staff members in a table including the date each note was sent. I also kept track of the reason the note was sent. Each week, I would journal my feelings about the week, specifically how taking the time to recognize how the good work happening in my building made me feel. Would noticing and celebrating the good make me more positive about my job?

My Data (Slides 7-8)

I wrote 41 notes in six weeks celebrating staff members who went above and beyond, established positive relationships with students, and communicated effectively with parents. In addition, I recognized great teaching whenever possible.

When reviewing my weekly journal the following stood out:

“It feels good to recognize the good.”

“It hasn’t become natural yet.”

“Writing notes does give me a positive boost.”

“Writing notes makes me feel better about my day.”

“Reflecting on the positives helps me identify the positives and feel more positive about my day/school/job.”

My Discoveries (Slide 9)

- Learning Statement One: Writing notes helped me focus on the positives.
- Learning Statement Two: I felt more positive about myself and my school.
- Learning Statement Three: Recognizing the positives did not come naturally - even after six weeks of daily notes.

I have a tendency to see what is wrong before I notice what is right, especially in distress. It is good for me to be aware of this and to make an effort to change my thinking. I have heard a lot recently about the importance of practicing gratitude, and writing positive notes helped me focus on the positives and express gratitude. Numerous times in my weekly reflection I noted that I felt more positive about myself, my school, and my job when I made it a point to focus on the positive. This is not natural for me though, and I will need to continue to make an effort to notice and recognize the positive work being done.

Where I Am Heading Next (Slide 10)

During this research cycle, I have learned that although I have a tendency to see what’s wrong, recognizing and celebrating the good helps me feel more positive about myself, my school, and my job. As a persister base, noticing what’s wrong is a first-degree distress behavior, but according to Studer & Pilcher, it’s a tendency for school leaders in general. “In K-12 systems...we tend to spend so much time looking for things that are wrong that we don’t see what’s right” (Studer & Pilcher, 2015). Not only does recognizing the good make me feel more positive, but “People are engaged and willing to go the extra mile when leaders frequently express their appreciation” (Studer & Pilcher, 2015). During this research cycle, several teachers thanked me for the notes and I noticed several notes hung near teachers’ workspaces. Going forward, I would like to continue recognizing the good and writing positive notes. In addition, I would like to work on specifically recognizing the work I want to see. “If we get specific about the behaviors we reward and recognize, we’ll go much further toward encouraging others to practice those behaviors” (Studer & Pilcher, 2015).

Bibliography (Slide 11)

Studer, Q., & Pilcher, J. (2015). *Maximize Performance: Creating a Culture for Educational Excellence*.

Fire Starter Publishing.