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IPLI Year #2 Inquiry Brief

We Got You: Boosting Staff Morale Through Recognition

PURPOSE

Teachers are leaving the profession at an astonishing pace and research has shown that salary is not the only leading indicator. In addition to salaries, autonomy, and pressure educators are struggling with feeling the support necessary to do their jobs well from both parents and administrators. Not only does this impact teacher retention, but it also creates questions on the sustainability of the profession making it more difficult to professionalize the field and increase a positive reputation. School leaders must take all of this into consideration while trying to make the best decision for their students. Building a strong climate and culture is one leading indicator in keeping educators in the profession. Therefore, the purpose of our action research project is to create systems that help support a positive school climate and culture.

TEAM WONDERING

With this purpose, we wondered how could we boost staff morale through intentional acknowledgment of efforts/accomplishments and what effect does this have on how staff feel supported in their roles?

METHODS / PROCEDURES

To gain insights into our wondering we increased staff acknowledgment and staff supporting staff opportunities. We used our Enneagram work to better understand how staff would like to be recognized. Our team made a concerted effort to leave personalized notes for staff weekly, giving them acknowledgement for their hard work. In addition, we had intentional conversations with key staff members about their efforts and accomplishments to lay the foundation for sharing their knowledge with other staff members. We continued to recognize staff in the newsletters and completed a survey based on our recognition efforts.

DATA COLLECTION

To gain the best insights into our wondering we collected qualitative data via observations based on our Enneagram work, personalized notes, and conversations. We also collected quantitative survey data based on recognition strategies.

FINDINGS

Our qualitative and quantitative results demonstrated to us that tangible items of recognition are not needed to boost staff morale. In fact, a well stated compliment or kind note is most appreciated and the biggest indicator of how supported staff feel comes from the recognition of their peers.

NEXT STEPS

Our next steps in this process will include a continuation of our current practices and to add in peer observation opportunities.

We Got You!
Boosting Staff Morale
Through Recognition

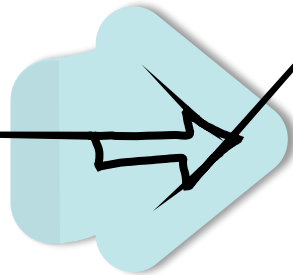
Hi!

¡Hola!

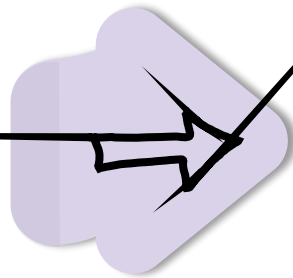
Katie Gordon,
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Mill Creek East
Elementary

Cohort 8

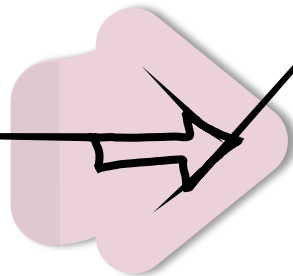
Background LEADING to our inquiry



Teachers are leaving the profession at an alarming rate.



Staff routinely rate recognition low on various surveys and feel they lack support.



Climate and culture are the leading indicators in teacher retention.

The PURPOSE
of our inquiry

Create systems
that help support a positive
school climate and culture



Our WONDERING

How could we boost staff morale through intentional acknowledgment of efforts/accomplishments and what effect does this have on how staff feel supported in their roles?

01

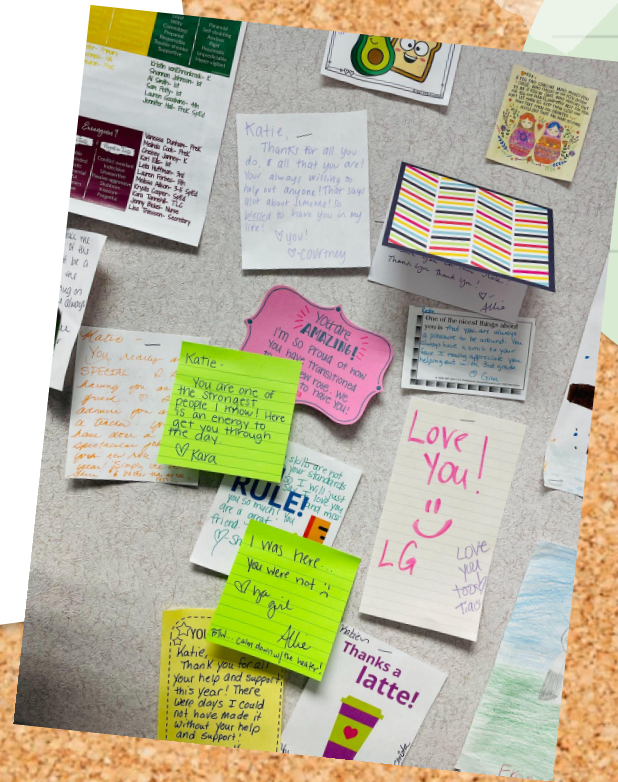
Staff Acknowledgement

- Enneagram Work to understand staff motivation
- Personalized notes of recognition for staff
- Intentional conversations with staff
- Acknowledgements to staff in weekly newsletter
- Surveying staff for feedback on recognition

Staff Supporting Staff

- Staff recognizing staff for efforts
- Acknowledgement of staff expertise
- Staff leading professional development based on their expertise

02



Data Collection

Enneagram Work

Relating to TEAM MCE ~ Finding ways to better understand each other!

Enneagram 1		Enneagram 2		Enneagram 3		Enneagram 6	
Headline Text	Headline Text	Headline Text	Headline Text	Headline Text	Headline Text	Headline Text	Headline Text
Honest Dedicated Rational Self-disciplined Responsible Hard-working Ethical	Critical Inflexible Rigid Self-denying Judgmental Resentful Upright	Selfless Warm Empathetic Friendly Influential Generous Giving	Practical Demanding Manipulative Flattering Possessive Resource Martyrish	Optimistic Coordinated Hard-working Disciplined Compassionate Motivational Energetic	Self-asserting Savvy Work-driven Influential Non-conformist Resilient Validation needs	Lowly Witty Complacent Prepared Responsible Trouble-shooter Supportive	Paranoid Self-doubting Anxious Rigid Resistant Unpredictable Hyper-vigilant
Gerry Kohler- K Gina Perry- K-3 SpEd Mindy Roe- 2nd Kasey Hyatt- 2nd Hannah Brown- 3rd Jordan Wheeler- 3rd Laura Toland- 4th Crystal Lemley- 4th Megan Carpenter- ONT		Sierra Swanson- PresK Lydia Soares- K Christa Stevenson- 2nd Kristin Gossler- 5th Laurin Neugebauer- Counselor Brianna Solkin- Interpreter		Katie Foster- Primary Amy Wachnido- HA Malynn Heaton- PresK		Kristin vanEhrenkrantz- K Shannon Johnson- 1st Al Smith- 1st Sara Peth- 1st Laurin Gossler- 4th Jennifer Hall- PresK SpEd	
Enneagram 7		Enneagram 8		Enneagram 9			
Headline Text	Headline Text	Headline Text	Headline Text	Headline Text	Headline Text		
Positive Adventurous Imaginative Enthusiastic Quick thinking Spontaneous Confident	Unfettered Self-asserted Superficial Rebellious Impulsive Rebellious Excited	Protective Energetic Decisive Loyal Resistant Direct Empowering	Confrontational Intuitive Manipulative Controlling Possessive Intimidating Rebellious	Amiable Open-minded Optimistic Nonjudgmental Peaceful Good listeners Supportive	Conflict avoidant Reclusive Unassertive Passive-aggressive Stubborn Insecure Forgetful		
Tia Dismore- LL Casey Wilson- K		Lindsey Whaley- PresK SpEd Shirley Hunter- 2nd Katie Marquis- 4/5 Blend April Brennan- 5th Katie Gordon- Principal		Vanessa Durham- PresK Melinda Cook- PresK Chelsey Jammy- K Kari Ellis- 1st Lella Huffman- 3rd Laurin Farber- 5th Melissa Nelson- 3-5 SpEd Krisla Cooper- SpEd Kara Tammie- TLG Jenny Bales- Nurse Lisa Thieson- Secretary			

Acknowledgements

SHOUT OUT #1 to the 2nd Grade Team for tackling IREAD with 2nd grade this week. Everything went smoothly and we are gearing up for 3rd grade this upcoming week!

SHOUT OUT #2...A #TeamMCE moment for Gina Perry! Not only did she assist with 2nd Grade IREAD Testing this week, but she really embraced our TEAM mantra by supporting a struggling student!

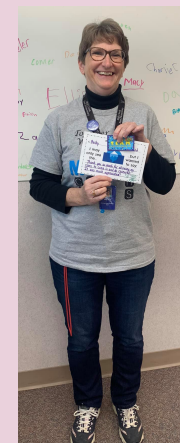
SHOUT OUT #3...Christa Stevenson was recognized as MCCSC Teacher of the Month! She is not only great in her classroom but has taken the time to share ideas with our whole staff! (In case you didn't know, last month Melinda Cook was MCCSC Staff of the Month and in January, Jordan Wheeler was Teacher of the Month! We have some awesomely talented individuals in this building!!)

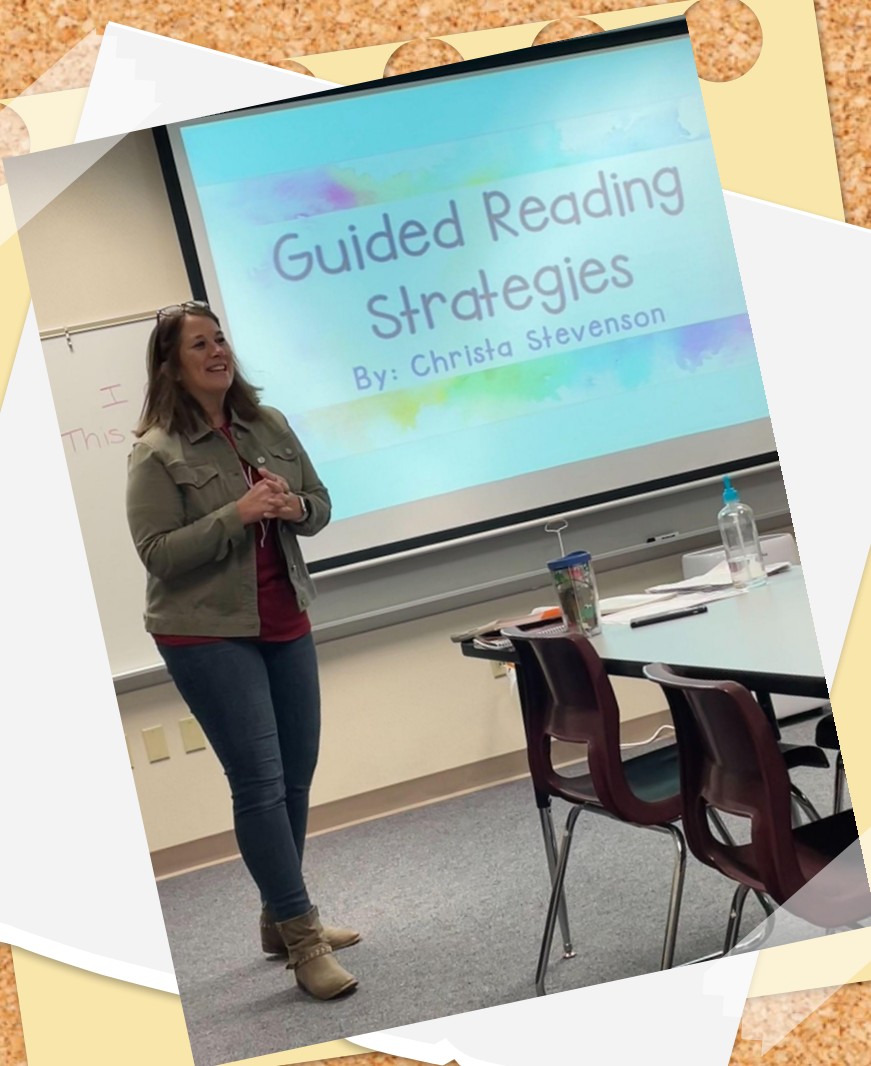
SHOUT OUT #1...to Malynn Heaton on being the first MCE Rock, Paper, Scissors Champion. As she has shared, she has now found her 'sport' so look out world!!



SHOUT OUT #2...to our amazing 3rd grade team for the successful completion of IREAD! (A special thanks to Gina, Melissa, Katie F, and Kara for supporting with small group testing!)

Staff Recognizing Staff





Staff Led PD

This is a staff showcase of her talents in guided reading. She walked staff through her planning process and explained and provided takeaways for the staff. This not only allows peers to see the great things happening in other rooms we can coach each other. This allowed the teacher to see how she is a valuable asset even coaching older grade levels.

Data Collection: Recognition Results

Private or Public

78% of staff prefer
private recognition of
their efforts &
accomplishments

Verbal or Tangible

74% of staff prefer
verbal recognition over
receiving a tangible
item.

Recognition Items

Staff prefers to receive
notes, jeans days,
words of praise, duty
support.

Frequency of Recognition

Rarely- 28%
Monthly- 33%
Frequent- 39%

Current Recognition Strategies that I Enjoy

35%- Weekly Newsletter Shout-Outs
17%- Facebook Page Shout-Outs
22%- Positive Office Shout-Outs
39%- All Recognition Efforts
22%- Prefer no recognition

Our Discoveries & Next Steps

Tangibles Not Needed

Personalized acknowledgment has the greatest impact and recognition through 'things' is not necessary.

Peer Recognition Matters

Staff need to feel wanted and acknowledged not only by my administration, but by their peers as well.

Staff actually feel more supported in their roles when they feel supported by their peers.

To Do



Encourage peers to recognize each other



Develop more staff led PD opportunities



Develop system for peer observations

New Wonderings...

When staff feel appreciated and valued are they more willing to begin making changes for improvement?

Go
Team!





Thank you!

Do you have any
questions?

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¡Gracias!