

Making Positivity a Priority

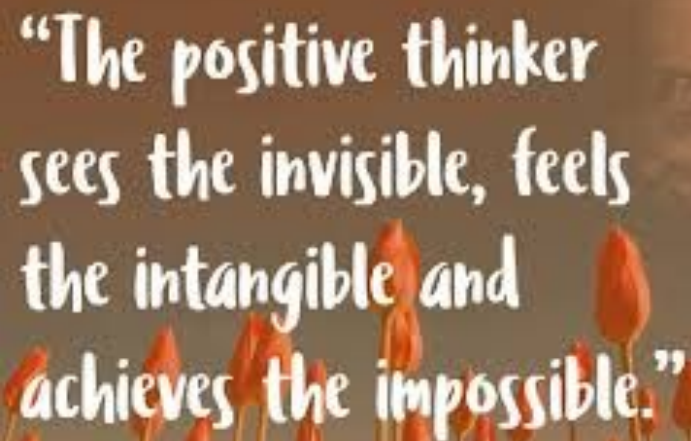
New Albany High School

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Background Leading to this Inquiry

In a position that is heavily focused on identifying and responding to areas in need of improvement, the balance of also focusing on the positives in one's building can be overlooked. Communicating and providing feedback on the positives, big or small, is healthy for the Principal and the climate of the building. I am being intentional in scheduling my time, classroom visits, and daily reflection to seek and highlight positives.





“The positive thinker
sees the invisible, feels
the intangible and
achieves the impossible.”

—Winston Churchill

Purpose of This Inquiry

To increase the accuracy of my perception of student engagement in the building/level of instruction taking place, I must be out in the building more. I often find myself stuck in my office, with a line of visitors, e-mails to which to respond, or phone calls to answer. In addition to setting and prioritizing the time, it is important that I look for and praise the positive things I see. In a job where the focus is often on finding and solving problems, this can lead to a loss of awareness of what is going well.

My Wondering

How much can I increase my amount of time throughout the building/out of my office without it feeling burdensome to getting other tasks completed?

Will this extra interaction help balance the positives with the areas in need of problem-solving?

My Actions

Take notes on all of the positive things I see and hear and communicate what I see to the staff members to whom they apply. I did so using a Google Form.

[Positivity Form](#)



Data Collection

| Department | % of staff/department | % of Positives Logged | Difference positives vs staff % |
|------------------------------|-----------------------|-----------------------|---------------------------------|
| Admin | 4.44% | 7.14% | 2.70% |
| Alpha | 12.59% | 22.86% | 10.26% |
| Arts | 5.93% | 7.14% | 1.22% |
| Counselors | 6.67% | 2.86% | -3.81% |
| English | 11.85% | 7.14% | -4.71% |
| Instructional Assist. | 7.41% | 5.71% | -1.69% |
| Math | 10.37% | 10.00% | -0.37% |
| Media | 2.22% | 5.71% | 3.49% |
| Radio | 0.74% | 1.43% | 0.69% |
| Social Studies | 9.63% | 1.43% | -8.20% |
| Science | 8.89% | 11.43% | 2.54% |
| World Language | 6.67% | 10.00% | 3.33% |
| Office | 5.19% | 2.86% | -2.33% |
| Cafeteria | 0.74% | 0.00% | -0.74% |
| Support (SAL, Cr. Rec., JAG) | 2.96% | 1.43% | -1.53% |
| SPED (only) | 3.70% | 0.00% | -3.70% |

My Discoveries

- **While I was intentional about making positive recognitions and logging them, I did not focus on checking the balance among departments and staff members and discovered departments in need of more recognition.**
- **Staff members made multiple statements to share that they recognized and appreciated the focus on positive feedback.**

Where Am I Heading Next?

- **I will continue to log my positive recognitions, looking at the data frequently to find and maintain a balance among all departments and individual teachers.**
- **Next school year, I will intentionally look for instructional strategies being utilized that are related to PD focus areas and recognize those.**

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- **Abstract**

In a position that is heavily focused on identifying and responding to areas in need of improvement, the balance of also focusing on the positives in one's building can be overlooked. Communicating and providing feedback on the positives, big or small, is healthy for the Principal and the climate of the building. I am being intentional in scheduling my time, classroom visits, and daily reflection to seek and highlight positives.

- **Purpose**

To increase the accuracy of my perception of student engagement in the building/level of instruction taking place, I must be out in the building more. I often find myself stuck in my office, with a line of visitors, e-mails to which to respond, or phone calls to answer. In addition to setting and prioritizing the time, it is important that I look for and praise the positive things I see. In a job where the focus is often on finding and solving problems, this can lead to a loss of awareness of what is going well.

- **Wondering**

- How much can I increase my amount of time throughout the building/out of my office without it feeling burdensome to getting other tasks completed?
- Will this extra interaction help balance the positives with the areas in need of problem-solving?

- **Method**

- Each week, set Outlook appointments for when I will make all of the visits throughout the building, around any mandatory appointments.
- Take notes on all of the positive things I see and hear.
 - Give notes to the staff members to whom the positives pertain.

- **Data Collection**

- Maintain a log of the positives including record of:
 - Name of staff member
 - Department of staff member
 - Positive observation topic
 - Means for recognizing
 - Date

| Department | % of staff/department | % of Positives Logged | Difference positives vs staff % |
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- **Discoveries**

- While I was intentional about making positive recognitions and logging them, I did not focus on checking the balance among departments and staff members and discovered departments in need of more recognition.
- Staff members made multiple statements to share that they recognized and appreciated the focus on positive feedback.

- **Next Steps**

- I will continue to log my positive recognitions, looking at the data frequently to find and maintain a balance among all departments and individual teachers.
- Next school year, I will intentionally look for instructional strategies being utilized that are related to PD focus areas and recognize those.

