

Adult Emotional Health Matters Too!

Name of School: Pleasant Ridge Elementary

Principal's Name: Sara Porter

Principal's Email: sporter@gccschools.com

Teacher Leaders: Susan Daily

Email: sdaily@gccschools.com

Teresa Gibson

Email: tgibson@gccschools.com



How can we build morale and meet the emotional needs of staff during the Pandemic?

- Certified Staff
- Classified Staff



Purpose of This Inquiry

To gain insight into the needs of the staff in order to better support them.

OUR WONDERING

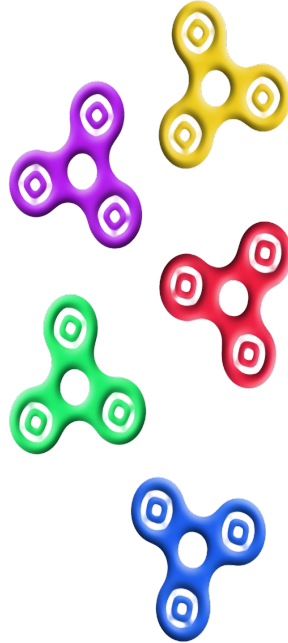
If we provide intentional social and emotional supports for our staff, would it improve individual emotional states while at work?

OUR ACTIONS

- Staff Surveys
- Interviews

Morale Booster Days

- Comfy Clothes and Snacks (Monday)
- Coffee/ Caffeine Boost to Energize the Day (Tuesday)
- De-Stress Fidgets (Wednesday)
- Do-nut Have Meeting (Thursday)
- Inspirational Candy Bags (Friday)



DATA COLLECTIONS

Staff Surveys *BEFORE* Acts Of Appreciation





+	-
<ul style="list-style-type: none">• Getting individual staff feedback• User friendly format• Classrooms were identified by number• Daily temperature checks• Inclusive of all staff members	<ul style="list-style-type: none">• Not everyone filled it out everyday• Surveys were taken at different times of the day.• Some staff were afraid to be honest due to classroom being identified.• No place for staff to provide rationale

DATA COLLECTIONS

Staff Surveys *AFTER* Acts Of Appreciation

+	-
<ul style="list-style-type: none">• Getting individual staff feedback• Classrooms were not identified by number• More staff completed the survey• User friendly format• Daily temperature checks• Inclusive of all staff members	<ul style="list-style-type: none">• Not everyone filled it out everyday• Surveys were taken at different times of the day• Lack of specificity didn't allow for individualized follow up of support• No place for staff to provide rationale

OUR DATA

					TOTAL
Before	18	17	3	6	44
After	25	18	5	0	48
Before	17	23	1	3	44
After	28	11	2	2	43
Before	17	14	6	1	38
After	24	11	6	1	42
Before	10	26	4	0	40
After	30	8	5	2	45
Before	24	9	2	1	36
After	12	10	2	1	25

OUR DISCOVERIES

Before Acts of Appreciation

- Most participation on the first two days of the week
- Monday and Thursday were the lowest morale days, Friday was the highest
- Majority of the staff were at the two highest levels

After Acts of Appreciation

- More overall participation
- Thursday was now the best morale day
- Last day had less participation due to staff absences
- More staff moved up 1 level of morale each day
- More staff appeared in the higher two morale levels

OUR DISCOVERIES

- Mindset of each individual matters. Morale booster raise the feel temporarily, but other factors contribute to longevity.
- Individuals need recognition to feel like they matter.
- As adults we are the driving force in the classroom, how we feel impacts the climate in the classroom. This ultimately impacts the overall building feel.

Where Do We Go From Here?

- Yoga to De-stress
- Walking Wednesdays
- Staff Gatherings
- Birthday Buddies
- Ice Cream Truck
- Weekly Staff Recognitions with Rewards
- Monthly Surveys to Check-in
- Anonymous Concerns Box
- Quarterly Food Theme /Pitch -Ins

Bibliography


Journal Article:

Donlan, Ryan & Wilfong, Shelly (2021). How Mattering Matters for Educators. *Educational Leadership*, 51-56.

Websites:

Google Images: <https://images.google.com/>

Google Slides: Free Online Slideshow Maker | Google Workspace, Google, https://docs.google.com/presentation?usp=direct_url



family team encouraged
calm unity building relationships
supported appreciated grateful
valued loved inspired
connected harmony amazing
courageous comfort



Adult Emotional Health Matters Too!

Principal Name: Sara Porter

School Name: Pleasant Ridge Elementary

Team Members' Names: Teresa Gibson and Susan Daily

Principal's Email Contact: sporter@gccschools.com

Background Leading to Our Inquiry (Slide 2)

Staff were feeling overwhelmed by instructional changes to keep students safe, loss of instructional time, and the academic level of students due to lost instructional days. The emotional state and distress of staff was easily observed during conversations, body language, and sickness. Intentionally focusing on adult emotional health was an important factor impacting the school setting.

The Purpose of Our Inquiry (Slide 3)

Education is constantly changing, but the Covid-19 pandemic has greatly impacted education across the country. Staff and students were experiencing adversity during this time for a multitude of reasons. Staff were feeling overwhelmed by instructional changes to keep students safe, loss of instructional time, the academic level of students, and unfortunately illness of self and family members due to Covid-19. Therefore, the purpose of our action research was for our team at Pleasant Ridge Elementary to research how to best build and support staff emotionally. It was essential that we were intentional in gaining insight into the needs of staff in order to better support them.

Our Wondering (Slide 4)

We wondered, if we were intentional with providing social and emotional supports for our staff, would it improve individual emotional states while at work.

Our Actions (Slides 5-6)

First our team conducted an electronic "mood/feeling" survey to gain insight on how our staff felt during the school day. Each certified and classified staff had to move a circle to an "I'm Great, I'm Okay, I'm Down, or it is a really bad day box" according to how they felt each day for one week.

Next our team created five days of morale boosters that we intentionally did with staff.

Monday-Comfy Clothes and Snacks

Tuesday-Coffee/Caffeine Boost to Energize the Day

Wednesday-De-Stress Fidgets

Thursday- Do-nut have a Meetings and instead enjoy a donut.

Friday- Inspirational Candy Bags





Finally, our team conducted an electronic “mood/feeling” checks each day for a week to see if the morale boosters had an impact on staff.

Data Collection (Slide 7-8)

Staff surveys were sent before morale booster days were conducted.

Staff surveys were sent after morale booster days were provided.

Our Data (Slides 9)

					<u>TOTAL</u>
<u>Before</u>	<u>18</u>	<u>17</u>	<u>3</u>	<u>6</u>	<u>44</u>
<u>After</u>	<u>25</u>	<u>18</u>	<u>5</u>	<u>0</u>	<u>48</u>
<u>Before</u>	<u>17</u>	<u>23</u>	<u>1</u>	<u>3</u>	<u>44</u>
<u>After</u>	<u>28</u>	<u>11</u>	<u>2</u>	<u>2</u>	<u>43</u>
<u>Before</u>	<u>17</u>	<u>14</u>	<u>6</u>	<u>1</u>	<u>38</u>
<u>After</u>	<u>24</u>	<u>11</u>	<u>6</u>	<u>1</u>	<u>42</u>
<u>Before</u>	<u>10</u>	<u>26</u>	<u>4</u>	<u>0</u>	<u>40</u>
<u>After</u>	<u>30</u>	<u>8</u>	<u>5</u>	<u>2</u>	<u>45</u>
<u>Before</u>	<u>24</u>	<u>9</u>	<u>2</u>	<u>1</u>	<u>36</u>
<u>After</u>	<u>12</u>	<u>10</u>	<u>2</u>	<u>1</u>	<u>25</u>

Our Discoveries (Slide 10-11)

- Mindset of each individual matters. Morale booster raise the feel temporarily, but other factors contribute to longevity.

- Individuals need recognition to feel like they matter.
- As adults we are the driving force in the classroom, how we feel impacts the climate in the class. This ultimately impacts the overall building feel.

We learned that integrating morale boosts into the day did raise staff at least one level on how they felt on days they were intentionally given a moral boost. The only day with a decline from before to after for staff feeling great was Friday, and that was due to an unexpected snow day that occurred. All other days reflected a significant growth once a moral boost was given. Staff vocalized frequently that they wanted to provide feedback on why they rated their feeling on the scale a particular way. Through informal conversations we captured frequently that most want to share their story with others so they can feel valued. One teacher started providing bracelets to others with uplifting phrases that aligned with what the person was feeling. Seeing these bracelets around the building is a visual reminder that we are in this together. The positive energy observed in the classroom after the moral boost were provided in the morning, included smiles and verbal appreciation. Office referrals also declined from 7 during the week to zero.

Where We Are Headed Next (Slide 12)

- The problem with intentional moral boost is that it only provided a temporary boost. If a negative event occurred then the emotional states were immediately impacted. We then read an article published in the Educational Leadership, November 2021 and feel that there are steps we need to take to impact staff ongoing emotional state. “How Mattering Matters for Educators” (Shelly Wilfong, 2021) provided foundational elements of mattering that we would like to explore. We believe that moral boosters are important to integrate as well, but feel there is more that can be done within our school to make teachers feel valued. Temporary boost in feeling still has a positive impact in the building. We would like to integrate the following ideas: yoga to de-stress, walking wednesdays, staff gatherings, birthday buddies, weekly staff recognitions with rewards, anonymous concern box, and quarterly pitch-ins; as we continue to explore the elements of mattering.

Bibliography (Slide 13)

- Donlan, Ryan & Wilfong, Shelly (2021). How Mattering Matters for Educators. *Educational Leadership*, 51-56.

Websites

- Author, A. A., & Author, B. B. (Date of publication). Title of document. Retrieved from <http://Web address>