

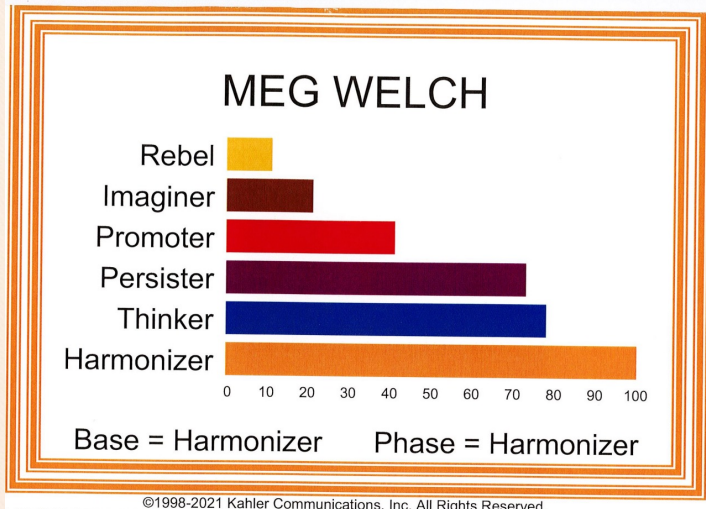


Refilling My Cup

Weston Elementary
Meg Welch
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Background Leading to this Inquiry

I was finding myself getting burned out by having meetings daily after school. By blocking off one day a week after school, I have been able to fill my “harmonizer” cup by having time with my staff and getting back to my “why.”



Your Leadership Style

Our Base personality type strongly influences our leadership style. Each style has assets, liabilities, and blind spots. Being aware of these and increasing your flexibility can enhance your leadership effectiveness.

From your Harmonizer Base you prefer a **Benevolent** leadership style.

Preferred Leadership Communication Style

You prefer connecting with people, showing support, and building relationships through caring interactions. You are most comfortable with genuine conversations about the people side of things. As a leader, you strive to create a safe, caring work environment.

Your Leadership Communication Assets

Your ability to build and nurture relationships. As a leader this helps build a caring and safe work environment.

Your Leadership Communication Challenges

Those who prefer a factual, casual, or directive style may not recognize how much you care because they may experience your communication style as being too “touchy feely”.

Your Potential Leadership Communication Blind Spots

Communicating with and leading people who prefer a casual style, focused on spontaneous interactions.



Purpose of this Inquiry

The purpose of my action inquiry was to give time back to myself and to also have deeper connections with my staff through quality time.

You are only one encounter away from completely changing your life. - Ed Mylett

My Wondering

I wondered if by blocking off my Wednesday after school time, my own feelings of being overwhelmed would decrease and my personal, and professional, connections would increase throughout the building.



My Actions

01

I read the book, *The Power of Moments*, by Chip & Dan Health

02

I chose a weekday to block off my calendar & sent a weekly invite to myself

03

I created a Google Doc journal to write summaries of my conversations.

04

I created a Google Sheet to track how often I was meeting with individuals.

Data Collection

Qualitative & Quantitative

I chose to keep two forms of data to track my year 1 AR project. I chose to keep a journal to summarize the conversations I had with staff members. This helped me to circle back to conversations when I visited with them again. I found it very helpful; especially if they shared personal stories. It enabled me to check back in about their social and emotional well being.

My second form of data collection was a spreadsheet to track how many times I met with individual staff. In January, I took time to reflect in my journal and think about trends I was seeing in regards to areas of the building.

Data Collection

Number of Staff Visits

Kindergarten					Title				
J.D.	X				J.M.				
M.L.	X				K.S.				
B.S.									
A.R.					Sped				
					M.F.	X	X	X	X
First					C.M.				
T.G.	X				A.D.	X			
K.L.	X								
B.B.	X				S. Worker				
P.O.	X				T.M.	X	X		
Second					Behavior Technician				
A.W.	X	X	X	X	R.R.	X			
M.M.	X								
K.B.	X				IAS				
J.W.	X				K.C.				
Third					Instructional Coach				
L.K.	X				T.G.				
G.C.	X								
L.O.	X								
K.N.	X	X							

Data Collection

Journal

Week of January 31

K.N. Checked in because I felt she was upset about an ED eligibility for a student. This is a large mindset change for us at Weston. We usually deal with SLD/OHI. This is a large pivot putting behavior goals first over academics. KM thought I was upset with her. It was a good chat about how we are having to both shift our mindsets.

Data Collection

Journal

Week of March 28

B.B. & A.D. - The classroom teacher shared that she is intimidated by a parent's email that was sent to her regarding Special Education testing. The permission form was created by our School Psychologist and the family had follow-up questions in regards to wording on the sheet. The SLP and I spoke with B.B. in regards to the parents reaching out to outside people to better understand and advocate for their student. In my opinion, this was a positive action by the parent since they have not always been involved to the fullest. We decided to call the family together and allow B.B. to observe how the SLP and I addressed certain questions and concerns. B.B. then felt confident to speak as well. It was a positive phone call and learning experience for the teacher.

Week of April 4

M.L. & M.F. - We had a new Kindergartener begin with us from ABA Therapy and he also recently attended a private Pre-K school even though he is of Kindergarten age. The Special Education teacher, classroom teacher, and I sat down to brainstorm behaviors to keep data on and also created goals for him in the classroom. His IEP has expired and we need to hold his move-in conference within ten days. There have been a few incidents with the student and the teacher was beginning to feel overwhelmed. Between the three of us, we were able to create strategies and support to help the student be successful as he begins his new school.

J.D. - Discussion was had about moving grade levels. The teacher is feeling "burned out" and that she may need a change. She is considering moving to an upper grade, but has not had experience in the grade level we currently have an opening for. I suggested she also speak with our Instructional Coach, as she has extensive experience in that particular area. I also spoke in regards to the similarities and differences between the two grade levels. We plan to talk again on Monday once she has time to informally observe the upper grade and also talk with our IC.

My Discoveries

1

I definitely notice a trend of which grade levels/areas I gravitate towards more. Whether this be due to bias or need.

2

I would have never scheduled a day “off” of meetings without this AR project.

3

This project is something I will continue to do year after year. Not only has it given me time to be with my staff, but it has also helped me to set aside time for myself and provided me with the opportunity to connect with others.

My Discoveries

1

I definitely notice a trend of which grade levels I gravitate towards more. Whether this be due to bias or need.

Number of visits by grade level/academic area:

- Kindergarten = 2
- First Grade = 4
- Second Grade = 7
- Third Grade = 5
- Title = 0
- Related Arts = 0
- Special Education = 5
- Social Worker = 2
- Behavior Technician = 1
- Instructional Coach = 0
- Instructional Assistants = 0

I was able to keep my Wednesday commitment 84% of the time.

Your Leadership Energy and Adaptability

Every person has all six personality types within them. This means that we all have the potential to communicate with people who may seem quite different from us. The key to doing this is to energize the complimentary personality type within us that matches the communication needs of the other person. Wherever it is in our personality structure we can develop the skill to do this. The energy you have in each part of your personality will determine how easily you can connect with people who prefer that mode of communication.

You are comfortable communicating with:

- Harmonizer
- Thinker
- Persister

In normal situations you are quite comfortable leading and interacting with persons who have one of these as their Base type. You have the energy to adapt to their Base personality type and communication comes naturally.

You are challenged communicating with:

- Promoter
- Imaginer

You may experience some challenges leading and interacting with persons who have one of these as their Base type.

You face high risk of miscommunication with:

- Rebel

You may experience leading and interacting with persons who have one of these as their Base type as quite draining and will need to use major effort in connecting since you have little energy within you for communicating with this personality type. You might struggle to energize and stay energized when communicating with them. You may even form negative perceptions about their natural behavior and attribute them as being difficult, when actually they are just different. To cope and avoid harmful miscommunication, pay special attention to satisfying your Phase motivational needs, then your Base motivational needs. See the next section for details.

My Discoveries

2

I would have never scheduled a day “off” of meetings without this AR project.

“To experience more defining moments, we need to rethink the way we set goals.” - The Power of Moments



My Discoveries

3

This project is something I will continue to do year after year. Not only has it given me time to be with my staff, but it has also helped me to set aside time for myself and provided me with the opportunity to connect with others.

“Purpose is defined as the sense that you are contributing to others, that your work has broader meaning. Passion is the feeling of excitement or enthusiasm you have about your work.”

- The Power of Moments

Where Am I Heading Next?

- I have found that I truly am a Harmonizer! I do believe my school has a positive climate and culture and that my staff feels more connected to me after completing this project. I found I had connections with some staff that I never thought I did.

- This year has proven to me even more that relationships come before rigor. By having a solid foundation, I feel my teachers are more open to my ideas, constructive criticism and also being honest with me about their reservations on new initiatives. I may make some minor changes in the future once I receive my IPLI staff survey results, but I do plan to continue to block of my schedule one day per week beginning in August 2022.

- The book, *The Power of Moments*, helped me to see how important the small things are. It is sometimes the little conversations that make the largest impact.

The background is a light cream color with abstract watercolor washes in shades of blue, purple, and gold. There are several small, circular gold leaf-like accents scattered throughout the design.

Bibliography

Heath, C., & Heath, D. (2017). *Power of moments: Why certain experiences have extraordinary impact*. Sime & Schuster.



Refilling My Cup

Principal Name: Meg Welch

School Name: Weston Elementary Schools, Greenfield-Central

Principal's Email Contact: mwelch@gcsc.k12.in.us

Background Leading to My Inquiry (Slide 2)

I was finding myself getting burned out by having meetings daily after school. By blocking off one day a week after school, I have been able to fill my “harmonizer” cup by having time with my staff and getting back to my “why.”

The Purpose of My Inquiry (Slide 3)

Therefore, the purpose of my action inquiry was to give time back to myself and to also have deeper connections with my staff through quality time.

My Wondering (Slide 4)

With this purpose, I wondered if by blocking off my Wednesdays after school, my own feelings of being overwhelmed would decrease and my personal and professional connections would increase throughout the building.

My Actions (Slide 5)

- I began by reading the book, *The Power of a Moment*, by Chip & Dan Heath.
- I then looked at which day of the week would consistently work best around my nonnegotiable meetings.
- I made a calendar invite with myself for every Wednesday until the end of the school year from 2:30-3:30.
- I then created a Google Doc journal to begin making notes of the conversations I had with individuals or small groups of staff. This allowed me to circle back to them and have follow-up conversations.
- A Google Sheet was then created for me to see how often I was meeting with staff around the building and to analyze any trends.
- I plan to use the data from the IPLI staff survey to also gauge the climate and culture of the building and see if staff are feeling connected to administration.

Data Collection (Slide 6)

I used two forms of data collection. One tool was a Google Sheet (Quantitative) to track how many times I visited each teacher. I also kept a journal (Qualitative) to summarize the

conversations we had. This enabled me to circle back to staff in regards to professional or personal topics.

My Data (Slides 7-9)

- Since beginning this project 23 weeks ago, I have been able to keep my commitment of meeting with staff on Wednesday afternoons, 84% of the time. The weeks I was not able to meet were due to:
 - IASP Conference
 - Staff meeting due to two-week winter break
 - Focus on Inclusion Conference
- Mid-January Reflection:
 - *Reflection:* I looked back through my entries to look for patterns. I notice I have spent a lot of time with AW. She had a very aggressive student that has now moved. I feel I was tending to the teacher that needed me the most at that time, but also feel I have ignored one grade level/area the most. I do feel this could be due to being more comfortable with talking with certain grade levels/areas. This journal has helped me realize this and I need to make more of an effort to go to that grade level/area.

Google Sheet of visit with each staff member:

Kindergarten												Title						
J.D.	X											J.M.						
M.L.	X											K.S.						
B.S.																		
A.R.												Sped						
												M.F.	X	X	X	X		
First												C.M.						
T.G.	X											A.D.	X					
K.L.	X																	
B.B.	X											S. Worker						
P.O.	X											T.M.	X	X				
Second												Behavior Technician						
A.W.	X	X	X	X								R.R.	X					
M.M.	X																	
K.B.	X											IAs						
J.W.	X											K.C.						
Third												Instructional Coach						
L.K.	X											T.G.						
G.C.	X																	
L.O.	X																	
K.N.	X	X																

Google Doc Examples of weekly Journal Entries:

Week of January 31

K.N. Checked in because I felt she was upset about an ED eligibility for a student. This is a large mindset change for us at Weston. We usually deal with SLD/OHI. This is a large pivot putting behavior goals first over academics. KM thought I was upset with her. It was a good chat about how we are having to both shift our mindsets.

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My Discoveries (Slides 10-13)

- Learning Statement One: I definitely notice a trend of which grade levels/areas I gravitate towards. Whether this be due to bias or need.
 - I began to notice trends in my data. I was spending a lot of time with a particular staff member. At first I thought I might be being biased towards someone I connect well with, but then determined it was actually a staff member that needed me during a difficult time in her classroom. I did try to visit as many areas of the building as possible and will continue to in the future.
 - In looking at the results from our PCM Leadership Profile, I do agree that I gravitated towards staff that are Harmonizers, Thinkers, and Persisters. I noticed I did not meet with those I would characterize as a Rebel very often, or if at all.
- Learning Statement Two: I would have never scheduled a day "off" of meetings without this AR project.
 - This project did take me out of my comfort zone. To make a goal for myself that did not necessarily have a direct correlation to academic data, was hard at first. I did come to realize that I am the barometer of my building and when my stress level is lower, so is the staffs'.

- Learning Statement Three: This project is something I will continue to do year after year. Not only has it given me time to be with my staff, but it has also helped me to set aside time for myself and provided me with the opportunity to connect with others.
 - I will continue this project in the future. I feel it has helped me to grow more as a communicator and I greatly look forward to my Wednesday afternoons. I am able to be more present in the building on Wednesdays because I know I have time set aside after school for my staff to make connections.

Where I Am Heading Next (Slide 14)

- I have found that I truly am a Harmonizer! I do believe my school has a positive climate and culture and that my staff feels more connected to me after completing this project. Some of our conversations were student and education based, but many staff members just wanted to chat about their lives, kids, family, and other outside interests of their own and mine. I found I had connections with some staff that I never thought I did.
- This year has proven to me even more that relationships come before rigor. By having a solid foundation, I feel my teachers are more open to my ideas, constructive criticism and also being honest with me about their reservations on new initiatives. I may make some minor changes in the future once I receive my IPLI staff survey results, but I do plan to continue to block of my schedule one day per week beginning in August.
- The book, *The Power of Moments*, helped me to see how important the small things are. It is sometimes the little conversations that have the largest impact.

Bibliography (Slide 15)

Heath, C., & Heath, D. (2017). *Power of moments: Why certain experiences have extraordinary impact*. Sime & Schuster.