**IPLI COHORT 8 MENTOR**

**ACTION RESEARCH TIMELINE 2020 – 2021**

**JUNE 11, 2020 and COACHING ACTION RESEARCH**

**JULY 13, 2020**

*The purpose of these sessions is to continue to support mentors in the coaching of action research as one important component of IPLI.*

**JULY 14, 2020 ACTION RESEARCH (AR) KICK-OFF**

*The purpose of this meeting is to bring together all principals and their mentors to review the process of action research. This will be accomplished through a whole-group session delivered by Nancy Dana at the 2020 IPLI Summer Seminar.*

For Your Principals To Do in preparation for September 25 Seminar:

**Action Research “Try It” Mini-Cycle**. Select ***one*** of the following options to try out the action research process you learned about today and build on some of the content offered at the Summer Seminar.

*Option One:* **Twitter as a Learning Tool for Principals.** Follow 3-5 educational leaders between now and the September seminar. Keep a brief log of their tweets and what they make you think about in relationship to your own instructional leadership practice as a principal. Their tweets become your “data” to answer the question “In what ways can following distinguished educators on twitter inform my practice as an instructional leader at my school?” Bring your log with you to our September seminar and be ready to “analyze” this data; share who you followed and what you learned with your cohort members.

*Option Two:* **The Value of Webinars for Administrative Practice**. Watch webinars on EdLeaders Network (most of these are 10-15 minutes in length) to learn more about topics of interest to you. Watch a total of 3-5 Webinars (approximately one a week over time) between now and the September seminar. Keep a journal to track your learning from these webinars. After each webinar viewed, complete a short journal entry using these prompts: “In what way did this webinar impact my learning as a principal?,” and “What, if anything, might I do in my school as a result of watching this webinar?” These journal entries become your “data” to answer the question “What is the relationship between my participation in short 10-15 minute webinars approximately once a week and my administrative practice?” Bring your journal with you to our September meeting and be ready to “analyze” this data and share the webinars you watched and what you learned as a result with your cohort members.

*Option Three:* **The Value of Podcasts for Administrative Practice**. Using an application on your iPhone, iPad or another device, find and listen to educational podcasts of interest to you (you can find many podcasts that are just 8-10 minutes in length). Listen to a total of 3-5 podcasts (approximately one a week over time) between today and the September seminar. Keep a journal to track your learning from these podcasts. After each podcast you listen to, complete a short journal entry using these prompts: “In what way did this podcast impact my learning as an administrator?,” and “What, if anything, might I do in my work as a result of listening to this podcast?” These journal entries become your “data” to answer the question “What is the relationship between listening to podcasts approximately once a week and my administrative practice?” Bring your journal with you to our September meeting and be ready to “analyze” this data and share the podcasts you listened to and what you learned as a result with your cohort members.

*Option Four:* **Drilling Deep into an Important Educational Topic through Literature.** Select a topic that is of importance to you as a principal (perhaps something you want to learn more about from the Summer seminar you just experienced) and read 3-5 articles on that topic from such journals as *Educational Leadership*, *Phi Delta Kappan*, *Journal of Staff Development, Principal Leadership, and/or Principal Magazine.* (Your mentor and/or IPLI staff can help you locate articles on your topic of interest). Take notes on each article that provide a brief summary/overview of the piece, and include your reflection on the prompt: “What is the most important/interesting thing I learned about my topic of interest through reading this piece and what impact, if any, will it have on my administrative practice?” These notes become your “data” to answer the question “How can the reading of literature on an important topic to me inform my administrative practice?” Bring your notes with you to our September seminar and be ready to “analyze” this data and share the articles you read and what you learned as a result with your cohort members.

*Option Five:* **Time Management and the Principal**. For 2-3 days, track your actions every 10 minutes to determine how you are spending your time. Use an electronic device to setup your 10-minute reminder (phone, watch, etc.). Every 10-minutes, record your action. An easy tool for this can be found on the IPLI website - <http://indianapli.org/ipli-resources/leadership/time-management/>. This simple to use Excel spreadsheet can be downloaded to your device of choice. [For Google Users, save and then drag into Google Drive if you want to use on your personal device. You will need to download again as an Excel File for the filter to work.]

To get started: Determine the daily time period you would like to track. For example, on day one you get to school at 7:00 a.m. You would begin tracking at 7:00 a.m. with your first entry and your last entry would be the 10 minutes before you go home. For example, on day one you leave at 4:30 p.m., so your last entry would be 4:20 for a total of 57 entries for the day (line 10 of the Excel sheet to line 66 = 57 entries).

Using the following key: “M,” “I,” “P,” “O,” code your actions for 2-3 days as follows:

**M** – Management – actions that relate to the management of the facility (school

building) as well as the people within (student supervision, student

discipline, employee supervision, scheduling, etc.)

**I** – Instruction - actions that relate directly to teaching and learning of the adults

and students in your school (work with students, observations/walk-throughs,

teaching/modeling, professional development, planning and curriculum

assessment, feedback)

**P** – Personal – lunch, breaks, restroom, errands, personal business

**O** – Other

(adapted from National SAM Interaction Project: http://www.samsconnect.com)

After coding for 2-3 days, disaggregate your data. In line 3, click on the dropdown arrow next to day one and uncheck “Select all,” then filter by each of the 4 areas. For management, click on the “M” and it will filter all the “M” entries. This will give you the number of times that item was coded during that particular day (number is in bottom left-hand corner). Take that number and divide by the total number of entries for the day, and you’ll get a percentage of time spent on that action. For another action, go to the drop down and “select all” to reload the data, then check “select all”, then check the action you want to total. Do this for each area to get a percentage of time. Using our example from above, let’s say our principal had a total of 23 management entries: 23 entries/57 entries = 40%. On this particular day, our principal spent 40% of her time on management issues. Do this for each day of coding.

These 2-3 days of coding become your “data” to answer the question “How am I currently using my time and how might I better use my time as a principal?” Bring your coded data with you to our September seminar and be ready to “analyze” this data and share your calendar and what you learned as a result of coding it with your cohort members.

*Option Six:* **Balancing Professional and Personal Life as a Principal.** Schedule a one-hour block of personal time into your calendar for a one-week time period and plan to do one or more of the following activities during that one-hour block of time: exercise, read for enjoyment, spend time with significant other, listen to music, engage in a new or current hobby, get a massage, learn a new technology, etc. Keep a 5-day journal to record your thoughts/feelings. Each day, after you have completed the planned personal time activity, write a brief entry reflecting on how you felt before the hour of personal time began, as well as how you feel after the hour is over, and the impact you believe scheduling an hour of personal time on a regular basis might have on your daily work as a principal. These entries become your “data” to answer the question “In what ways might scheduling personal time into my hectic days as a principal impact the attitudes and dispositions I hold toward my position as an instructional leader?” Bring your journal with you to our September seminar and be ready to “analyze” this data and share your journaling and what you learned as a result of doing it with your cohort members.

**READING**: Read Chapter One of *Leading with Passion and Knowledge: The Principal as Action Researcher*. Chapter One provides an introduction to the action research cycle and will review the content of today’s session.

TO DO:

1. Select a date for your August Regional Focus Cohort Meeting - Communicate this date with your principal mentees and plan your agenda.
2. One week prior to your August meeting, email mentees to remind them of your meeting time and place, as well as how to prepare for your August Session.
3. (OPTIONAL) Review chapter one of *Leading with Passion and Knowledge: The Principal as Action Researcher.* This is the book your principals will use to guide them through the action research process.

**AUGUST REGIONAL CHECKING IN: THE AR “TRY IT” MINI-CYCLE**

**FOCUS COHORT**

**MEETING**

*As a part of this meeting, briefly review the process of action research with the goal of developing trust among members of your group. Some* ***suggestions*** *for possible activities* ***you******may*** *wish to incorporate into your August Meeting Agenda to accomplish this goal:*

* Get To Know Each Other Better Reflection Activity (Chapter One, *Leading with Passion and Knowledge*, p. 27)
* Block Party, Save The Last Word for Me or The Final Word Protocols with Chapter One of *Leading with Passion and Knowledge*

*An activity you will want to definitely complete:*

* Answer clarifying questions about the mini-cycle completion introduced to the principals during the July Summer seminar and help those principals who haven’t yet begun their mini-cycle plan out time to complete the mini-cycle by the September seminar.

For Your Principals to do in Preparation for September 25 Seminar: Complete your AR “Try It” Mini-Cycle. Bring collected “data” with you to the September meeting.

TO DO: One week prior to the September Seminar, email mentees to remind them of the meeting as well as to bring the “data” they have collected as a part of their AR mini-cycle.

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**SEPTEMBER SHARING LEARNING: THE AR MINI-CYCLE**

**SEMINAR (9/23/2020)**

*During this meeting, you will meet with the principals you are mentoring in your regional cohort groups to debrief the completion of their mini-action research cycle. A specific suggested plan for your time together at the September Seminar will be sent to you in the September newsletter. Linda will lead all regional cohort groups in sharing their action research mini-cycles.*

For your principals to do in preparation for October Regional Focus-Cohort Meeting: Read Chapter 2 of *Leading with Passion and Knowledge.* Review the results of any assessment data collected by IPLI. Based on the chapter reading and assessment data, begin to brainstorm some topic areas/questions you may wish to pursue for your IPLI action research project. For year one of IPLI, your topic area/question should focus on yourself and the development of your skills as an instructional leader.

TO DO:

1. Select a date for your October Regional Focus Cohort Meeting - Communicate this date with your principal mentees and plan your agenda.
2. One week prior to your October meeting, email mentees to remind them of your meeting time and place, as well as how to prepare for your October Session (Read Chapter 2 of *Leading with Passion and Knowledge* and review any assessment data collected by IPLI for action research question ideas).

**OCTOBER REGIONAL COACHING WONDERING DEVELOPMENT**

**FOCUS COHORT**

**MEETING**

*As a part of this meeting, you will coach the IPLI principals you are working with in the development of their wondering(s). This meeting should be approached with the following mindset:*

*Rarely does any principal eloquently state his or her wondering immediately. It takes time, brainstorming, and actually ‘playing’ with the question. . . By playing with the wording of a wondering, principals often fine-tune and discover more detail about the subject they are really passionate about understanding.” (Dana, 2009, p. 67)*

*A goal to strive for is to have each member of regional cohort leave this meeting with a well-defined, quality wondering.*

*Suggested plan for your time together at the October Regional Cohort Meeting:*

* Welcome and Brief Opening/Reflection Activity to Reconnect with One Another
* Principal Pair Up (15 - 30 minutes). Have each principal connect with a partner to discuss the 9 passions presented in Chapter 2 of *Leading with Passion and Knowledge.* (You may want to briefly review the 9 passions first incase a principal may not have had the opportunity to complete the reading due to an emergency) In their dyads, ask each pair to discuss the following questions:
  + What are some common real-world dilemmas administrators face each day? What types of questions do these dilemmas raise?
  + Which of the nine passions (Staff Development, Curriculum Development, Individual Teacher(s), Individual Student(s), Community/Culture Building, Leadership Skills, Management, School Performance, Social Justice) do you feel is *most* important to explore at this time in your professional lifetime? Why? How might your exploration of this passion connect specifically to the development of your personal leadership skills?
  + Which of the nine passions (Staff Development, Curriculum Development, Individual Teacher(s), Individual Student(s), Community/Culture Building, Leadership Skills, Management, School Performance, Social Justice) do you feel is *least* important to explore at this time in your professional lifetime? Why?

Debrief this discussion as a whole group.

* The Great Wondering Brainstorm. (10 – 15 minutes) Remind the principals that for year one of IPLI, their personal AR cycle should be focused on the self as principal and the development of one’s own leadership skills. Next, ask principals to keep the self and development of one’s own leadership skills in mind as they brainstorm 8 - 10 wonderings they have about their administrative practice in relationship to the 9 passions, the results of any assessment data collected by IPLI, and/or any of the topics covered so far in the IPLI Seminars. Once their list is complete, ask principals to review the entire list and place stars next to the top three wonderings on the list that they feel would be most important for them to explore through the process of action research during the remainder of the IPLI institute. Have each principal share their top three wonderings with the group, discussing both the wondering itself as well as his/her reasoning for selecting that wondering as one of his/her top three choices for exploration through the process of action research. After all have shared, ask each principal to circle the wondering they wish to move forward with at this time.
* Complete “The Wondering Litmus Test” together, as each principal refines his/her question. (20 – 30 minutes)

For your principals to do in preparation for the November Seminar:

Read chapter 3 of *Leading with Passion and Knowledge.*

Design an “Inquiry Brief” (a brief, one-two page outline of a plan for your IPLI Action Research Project). Three examples of Inquiry Briefs appear on pp. 99 -104 in your book. Bring copies of your inquiry brief to the November Seminar (one copy for your mentor and each member of your regional cohort).

TO DO:

1. Review chapter three of *Leading with Passion and Knowledge.* This is the chapter your principals will be reading to prepare for the November meeting.
2. One week prior to your November meeting, email mentees to remind them of the November Seminar, as well as how to prepare for it (Read Chapter 3 of *Leading with Passion and Knowledge* and design an inquiry brief, bringing copies for everyone in your group to the November Seminar).

**NOVEMBER DEVELOPING A PLAN FOR YOUR ACTION RESEARCH**

**SEMINAR (11/22-23/2020)**

*The purpose of this session is to create the opportunity for the principals to give and receive feedback on the action research plans they brought to the November Seminar.*

*The goal is for everyone to leave this session with a refined, doable, and quality plan for their IPLI Action Research Project.*

*Suggested plan for your time together at the November Seminar:*

* Welcome and Brief Opening/Reflection Activity to Reconnect with One Another (5 Minutes)
* Using the “Inquiry Brief Discussion Protocol,” have each principal take a turn presenting his/her brief to the group for feedback. (15-20 minutes per group member)
* Complete the “Action Research Plan Litmus Test” together, as each principal continues to fine-tune his/her plan. (15 – 30 minutes)

For your principals to do after the November Seminar:

1. Submit your action research plan (inquiry brief) to your mentor. He/she may provide additional feedback to you on your plan.

2. Implement your plan and collect your data after the December break! Happy holidays!

TO DO:

1. Read each brief and provide additional feedback to your principals.
2. One week prior to the January Seminar meeting, email mentees to remind them of the seminar.
3. (OPTIONAL) Review chapter six of *Leading with Passion and Knowledge: The Principal as Action Researcher.* This chapter focuses on quality and may give you some ideas for feedback on your principals’ inquiry briefs.
4. Have a great holiday break! ☺

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**JANUARY CHECKING IN ON THE START OF YOUR ACTION RESEARCH**

**SEMINAR (1/27/2021)**

*The purpose of this session is for your principals to share the very beginnings of the data collection phase with each other. Have they started collecting data yet? How’s it going? What are they learning so far? How can your cohort members continue to support one another throughout the data collection process?*

*Suggested plan for your time together at the November Seminar:*

* Welcome and Brief Opening/Reflection Activity to Reconnect with One Another (5 Minutes)
* Each cohort member takes turns sharing where they are in their AR project. Use these prompts to guide the discussion: Did you start to collect data and if so, how is it going? If not, when do you plan to begin? What are you learning so far about your administrative practice through action research? Have you done any reading related to your topic? Has anyone read any article that might be useful to the cohort member to inform his/her action research? How can we continue to support you as you collect data?

For your principals to do after the January Regional-Focus Cohort Meeting:

1. Continue to Collect Data, with the plan to finish data collection by late February or Mid-March.
2. Read Chapter 5 of *Leading with Passion and Knowledge* (Analyzing Data).
3. Prepare for either the February or March Regional Focus-Cohort Meetings (your mentor will tell you at which meeting you will present) by following these four steps:

Step One: Gather all of your collected data into one place and organize it chronologically or in some other fashion that makes sense for your inquiry.

Step Two: Read through your entire data set one time to provide a sense of the entirety of your data set.

Step Three: Read through your entire data set a second time. As you read through your data set a second time, ask yourself “What am I noticing about my data?” Construct a list entitled “Data Notes” (See Deirdre Bauer’s list in Figure 4.2 of *Leading with Passion and Knowledge*, page 125 for an example)

Step Four: Complete the following open-ended sentences:

The issue/tension/dilemma/problem/interest that led me to my inquiry was:

Therefore, the purpose of my inquiry was to:

My wondering was:

I collected data by:

So far, three discoveries I’ve made by reading through my data are:

(1)

(2)

(3)

TO DO:

1. Review chapter four of *Leading with Passion and Knowledge.* This is the chapter your principals will be reading to prepare for data analysis.
2. Select a date for your February and March Regional Focus Cohort Meetings - Communicate these dates with your principal mentees and plan your agenda. Assign the principals in your group that have been collecting data the longest to present their data at the February meeting, with the remaining principals presenting at the March meeting.
3. One week prior to your February and March meetings, email mentees to remind them of your meeting time and place, as well as how to prepare for these sessions (see above).

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**FEBRUARY AND MARCH ANALYZING DATA**

**REGIONAL FOCUS COHORT**

**MEETINGS**

*The purpose of these session(s) is to have each member of your regional cohort group receive feedback on the sense they are making of their data to date. Each principal will have the opportunity to present what he/she is learning using a data analysis protocol to guide discussion. The goal is to leave these sessions with everyone having a good sense of how to finish up data analysis.*

*Suggested plan for your time together at the February and March Meetings:*

* Welcome and Brief Opening/Reflection Activity to Reconnect with One Another (5 Minutes)
* Use “The Data Analysis Protocol” found on pg. 119-121 of *Leading with Passion and Knowledge* to structure each principal sharing what he/she is learning from the data that has been collected so far. (30 minutes per group member)
* At the March Meeting, review the directions for presenting their work at the April Seminar.

For Your Principals To Do After February/March Meetings:

1. Read Chapter 5 in *Leading with Passion and Knowledge.* This chapter will discuss sharing your work with others, and you will use this information to prepare a presentation of your action research at the April Seminar.
2. Prepare your presentation for the April Seminar as per instructions provided by IPLI and your mentor.

TO DO:

1. Review chapter five of *Leading with Passion and Knowledge.* This is the chapter your principals will be reading to prepare for their presentations.
2. One week prior to April seminar, email mentees to remind them of the seminar and when they will be presenting. You may wish to visit your principals individually before the April Seminar to help them develop and/or practice their presentations for the April seminar. Chapter 5 from *Digging Deeper into Action Research* (Dana, 2013) may also be helpful for you and your principals to prepare a quality AR presentation.

**APRIL SHARING YOUR ACTION RESEARCH**

**SEMINAR (4/14/2021)**

*At the April Seminar, every principal will present the results of his/her action research. We will celebrate and share the learning that has occurred during the IPLI through the process of action research this year!*

**MAY/JUNE REGIONAL REFLECTING ON THE ACTION RESEARCH PROCESS**

**FOCUS COHORT**

**MEETING**

*At this final meeting of the year, debrief and evaluate the learning that has occurred through action research and throughout the entire IPLI experience with your cohort!*