

Intentional Interactions

Fountain Central Jr./Sr. High School

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Background Leading to this Inquiry

- Being new to the position, I wanted to establish a foundation of trust and respect with students. My leadership capacity could improve if I was able to interact more positively, and more frequently, with students.
- I would be asked to identify certain students and would have to ask colleagues who they were. This affected my confidence because I felt as though I should know each student in my building.



Purpose of This Inquiry

- Positively and intentionally interact with a minimum of 10 students a week.

“True belonging doesn’t require you to change who you are; it requires you to be who you are.”

- Brené Brown



My Wondering

- If I positively and intentionally interact with a minimum of 10 students a week, will I improve my leadership capacity with more confidence interacting with students throughout the school day.
- Would this practice help me gain the trust of students, and allow for more meaningful conversations throughout the school day?
- Does this practice allow me to have positive parent relationships and more parent involvement as well?



My Actions

- Began to help monitor the lunchroom to have more opportunities to interact with students.
- Studied past yearbooks to match faces to names.
- More present in classrooms, and during passing periods to make small talk with students.
- Begin “check-ins” with students who I do not know as well to make sure they have the tools they need to be successful.



Data Collection

- BOY data was found by looking through our SIS and figuring out which students I felt I could confidently identify. From there, the above methods were put in place to increase proficiency.
- I also tracked student meetings, along with times I was able to have intentional conversations with students throughout the school day.



My Data

- January – 45 student meetings
- February – 38 student meetings
- March – 44 student meetings
- April – 12 student meetings



My Data

BOY Data

- Approximately 60% of students
- Approximately 7 hours spent in classrooms per week
- 5-6 student conversations throughout the day



My Data

As of now... Data

- Approximately 80% of students
- Approximately 10-12 hours spent in classrooms per week
- Around 10 intentional student conversations throughout the week



My Discoveries

- **Learning Statement 1**
 - The intentional time spent with students has given me more confidence to interact with a variety of students.
- **Learning Statement 2**
 - My overall disposition regarding my job has positively improved as I have gotten to know students more intentionally.
- **Learning Statement 3**
 - The relationships I have been able to foster with students and staff has led me to be more outgoing than I initially was at the start of the school year.



Where Am I Heading Next

- My plan is to continue to meet with students as much as possible.
 - Confidence
 - Trust
- I would like to transition to meeting with staff in order to build stronger relationships.
 - Establish a climate of continued learning & success.



Bibliography

- Regier, N. (2020). *Seeing people through: Unleash your leadership potential with the Process Communication Model®*. Berrett-Koehler Publishers.
- Whitaker, Todd (2020). Leadership is not an Event. In *What great principals do differently: Twenty things that matter most*. essay, CRC Press.
- Woodard, C. (2019, August 7). *6 Strategies for Building Better Student Relationships*. Edutopia. Retrieved March 13, 2023, from <https://www.edutopia.org/article/6-strategies-building-better-student-relationships/>





Josh Davenport

IPLI- AR Narrative

Year 1, 2022-2023

My Info

Principal Name: Josh Davenport

School Name: Fountain Central Jr/Sr High School

Principal's Email Contact: davenportj@sefschoools.org

Background Leading to My Inquiry

Outline what led you to this particular inquiry

- Context: Being new to the position, I want to establish a foundation of trust and respect with students. My leadership capacity could improve if I am able to interact more positively, and more frequently, with students.
- The issue/tension/dilemma/problem that led to your action research: I would be asked to identify certain students, and would have to ask colleagues who they were. This was embarrassing for me because I felt as though I should know each student in my building.

The Purpose of My Inquiry

Therefore, the purpose of my action inquiry was to...

- **Positively and intentionally interact with a minimum of 10 students a week.**

My Wondering

With this purpose, I wondered...

- If I positively and intentionally interact with a minimum of 10 students a week, will I improve my leadership capacity with more confidence interacting with students throughout the school day.



- Would this practice help me gain the trust of students, and allow for more meaningful conversations throughout the school day?
- Does this practice have an impact on parent relationships/involvement as well?

My Actions

***In this step, begin by outlining how you gained insights into your wondering. Then, share what you did to conduct this AR Cycle.**

In this section, provide the following: An articulation or any change/interventions/innovation/procedures you introduced.

- Begin to help monitor the lunchroom to have more opportunities to interact with students.
- Study past yearbooks to match faces to names.
- Be present in classrooms, and during passing periods to make small talk with students.
- Begin “check-ins” with students who I do not know as well to make sure they have the tools they need to be successful.

Data Collection

Share the ways you collected data to understand better what was implemented.

- BOY data was found by looking through our SIS and figuring out which students I felt I could confidently identify. From there, the above methods were put in place to increase proficiency.

My Data

Display data and share the ways you analyzed the data.

- BOY data for meeting with students on a regular basis.
- Additionally, I would like to analyze if this change makes a difference in the number of referrals from students as the year progresses, as well as trying to figure out if this impacts parent relationships also



My Discoveries

Summarize your learning in 2-3 brief statements that illustrate the most critical facets of what you have learned.

- Learning Statement 1
 - a. The intentional time spent with students has given me more confidence to interact with a variety of students.

- Learning Statement 2
 - a. My overall disposition regarding my job has positively improved as I have gotten to know students more intentionally.

- Learning Statement 3
 - a. The relationships I have been able to foster with students and staff has led me to be more outgoing than I initially was at the start of the school year.

Where I am Heading Next

My plan is to continue to meet with students as much as possible.

- Confidence
- Trust

I would like to transition to meeting with staff in order to build stronger relationships.

- Establish a climate of continued learning & success.

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