

Cohort 8 Mentor



July 13, 2020

- **Linda Marrs-Morford**
- **Jane Rogers**
- **Amy Linkel**
- **David Robertson**
- **Rhonda Roos**
- **Brian Disney**

The word "WELCOME" is spelled out using colorful paper letters pinned to a corkboard. Each letter is on a separate piece of paper of a different color: 'W' (blue), 'E' (white), 'L' (red), 'C' (yellow), 'O' (white), 'M' (grey), and 'E' (red). Each letter has a small circular pin of a matching color pinned to its top edge. The corkboard background is a textured, light brown color.

WELCOME

Icebreaker

Our Agenda

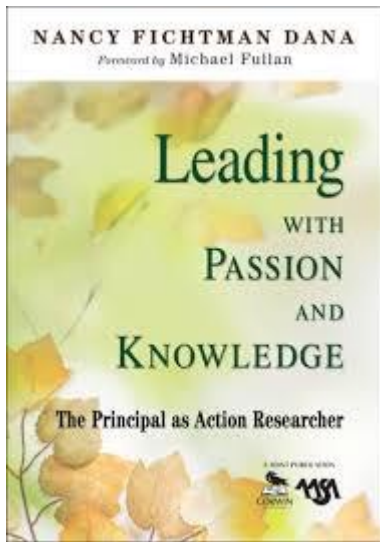


- **Get reacquainted**
- **Review Summer Seminar Agenda**
- **Review Action Research**
- **Prepare for Summer Seminar**



Seminar

- **Tuesday**



The Power & Passion of Inquiry

Adapted from the work of Dr. Nancy Dana

Framing Your Experience



- New Mentors with Little IPLI AR Experience – *Take it all in*
- New Mentor but Experienced AR as an IPLI Principal – *Transition from “Doing AR” to “Coaching “AR”*
- Returning Mentors – *Making the Familiar Strange; Seeing this Process with New Eyes*
- Leadership Team Members – *Transition from Coaching AR to Leading AR Endeavors*

OUR AGENDA

- **What is inquiry (action research)?**
- **What might inquiry (AR) look like?**
- **How do you get started in inquiry (AR)?**
- **How do we coach our principals?**

What Action Research Is Not



exper**imental**

What Action Research Is



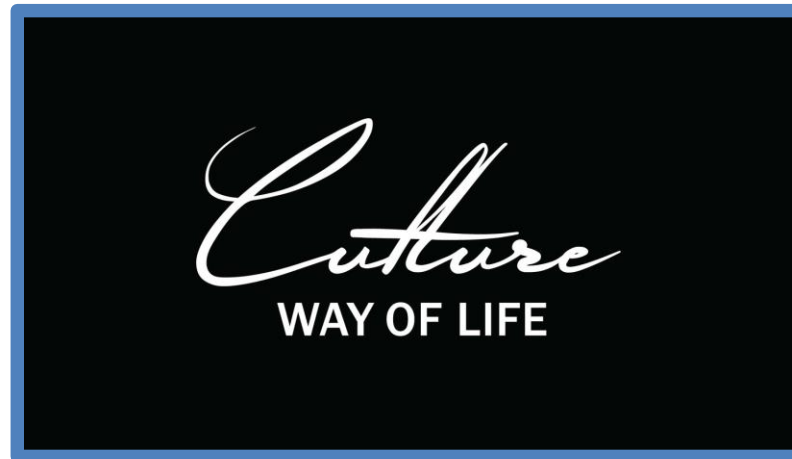
Naturalistic

University Research & AR: A Comparison

	UNIVERSITY RESEARCH	PRINCIPAL ACTION RESEARCH (INQUIRY)
PURPOSE	Advance a field	Improve Administrative and Teacher Practice/School Improvement
FOCUS	Control/Prediction/Impact/Explanation	Provide insight into teaching and/or administrative work in an effort to make change
PROCESS	Linear	Cyclical
OWNERSHIP	Outsider	Insider
IMPACT	Broad	Local

Inquiry: A Way of Being

- Problematizing practice
- Systematically studying practice
- Taking action for improvement based on such study



Five Components of the AR Cycle

1. Wondering (Question) Development
 - Development of wondering/question
 - Development of plan including implementation timeline and data collection strategies
2. Data Collection
3. Data Analysis
4. Synthesis/Sharing
5. Action

THE WHY

of What We Do as Action Research Coaches

- Thoughts on Leadership: Seed Conversations (tangerine)
- *Willing To Be Disturbed* (bright green):
MicroLab (light green)

Seed Conversations: Thoughts on Leadership

- Find a partner
- Each partner takes a turn posing their questions to their partners, with partner offering a brief (one minute) response
- Discuss the idea in both questions, taken together –
Ask: How do both questions speak to one another? (1 minute)
- Exchange questions to find a new partner (you ask new partner question you just answered)

Willing To Be Disturbed

- Take a few minutes to read the article.

Willing To Be Disturbed: MicroLab Discussion

Question Sequence in Structured Format

- 3 people per group (Count off 1-2-3)
- 3 questions
- Time to ponder/write
- One minute each to respond to question when it is your turn
 - *Question One: 1-2-3*
 - *Question Two: 2-3-1*
 - *Question Three: 3-1-2*

Question One: 1-2-3

- What was your biggest take-away from this “Willing to Be Disturbed” text?

Question Two: 2-3-1

- What do you see as the relationship between this “Willing to Be Disturbed” text and the “why” of action research?

Question Three: 3-1-2

- What are some things you believe we need to be “willing to be disturbed” about in relationship to schooling in general or administrative practice in particular in the state of Indiana?

Developing a Vision for Coaching





Save the Last Word

For Me

5

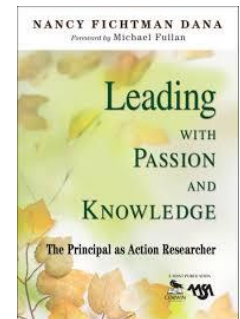
Critical Junctures Coaching Is Essential!

1. Introducing the action research process
2. Developing a wondering/research question
3. Developing a plan for research
4. Analyzing data
5. Sharing the work with others

Introducing the Action Research Process

Critical Juncture #1

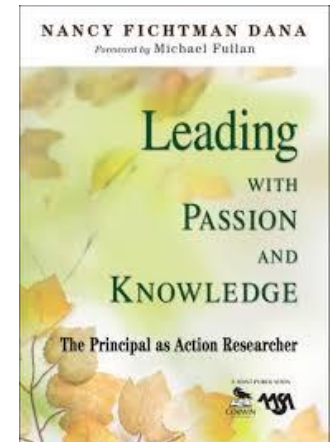
- **Tuesday, July 14**
 - Dr. Nancy Dana's Presentation
 - Listen from the prospective of a mentor
 - **Cohort 7 AR Sharing** – Use online Cohort 7 videos in regional focus-cohort meeting
 - **Mini AR Cycle**
 - **Resources** provided
- **Revisit** in Regional Focus-Cohort Meetings
 - Mentor Newsletters will include a review activity



Develop a Wondering/Research Question

Critical Juncture #2

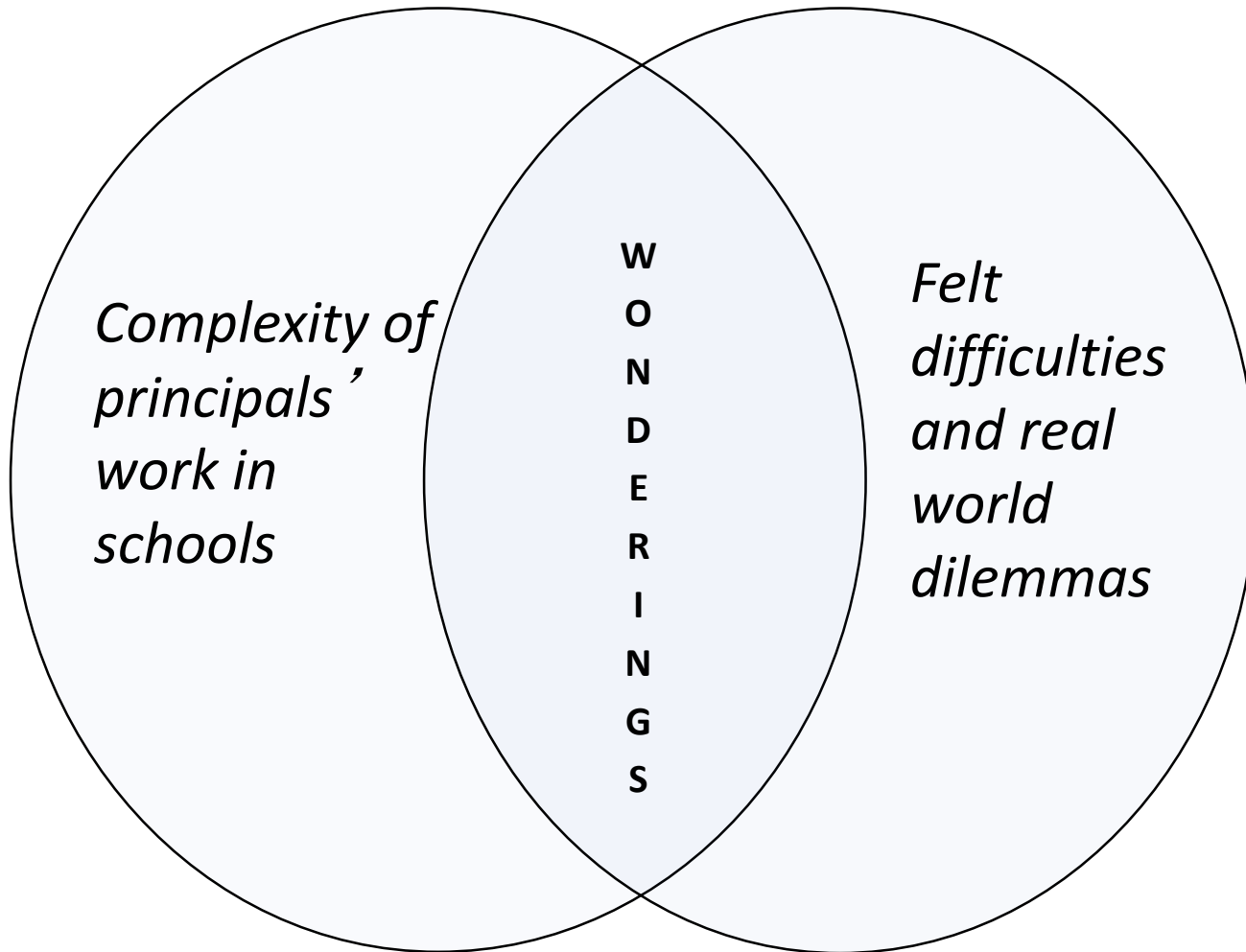
- **Focus on Self**
 - Increasing leadership capacity (becoming a better leader)
- **Analyze Results** (received at September seminar) from:
 - IPLI Leadership Assessment
 - Kafele's 50 Questions
 - Dweck Mindset Assessment
- **Read Chapter 2** from *Leading with Passion & Knowledge*
 - Exercises on p. 69
- **Problems of Practice**
- **IPLI Website Examples**



Focus-Cohort Meetings

- **Mentor Facilitated Discussions at September & October Regional Focus-Cohort Meetings**
- **October - Wondering Litmus Test PP**

Wonderings: Questions of Practice



<http://indianapli.org/>

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Action Research Summaries

The mission of the Indiana Principal Leadership Institute is to provide building level principals with the skills and tools needed to increase their personal leadership capacities, as well as to increase the learning capacities of their schools.

A research-based approach to decision making in educational settings is imperative. The tendency to not use research can be due in part to educators' reluctance to deploy findings from settings unlike their own. Thus, IPLI teaches participants to do action research. They collect data, analyze data, practice, and adjust their practice as they reflect on their progress. Educators own the research they create.

In year one, principals focus on increasing their leadership capacities utilizing the action research process. During the Summer Seminar, they are introduced to action research and select a mini project to complete before the September Seminar. At the seminar, they share their results and their reflections on the action research cycle. Guided by highly trained mentors, principals then develop and implement a year-long action research project. The process culminates with the IPLI Action Research Showcase, where principals present the findings of their projects in a conference-style format. Summaries of their work are then published on the IPLI website.

In year two, principals invite two teacher-leaders to attend the IPLI seminars and engage in a study of their schools using the Marzano High Reliability Schools™ framework. Teams review the action research process during the Summer Seminar, conduct a mini action research school project between July and September, and present their results at the September Seminar. Guided by their mentors, principals then lead their teams in a year-long action research project focused on improving the learning capacities of their schools. At the April Seminar, teams present the results of their projects in a conference-style format. Summaries of their work are then published on the IPLI website.

In addition, the research being generated by IPLI participants is shared with a variety of audiences through presentations and publications.

Year 1 – Action Research Projects (Focusing on Personal Leadership Capacities)

Year 2 – Action Research School Projects (Focusing on the Study of the School)

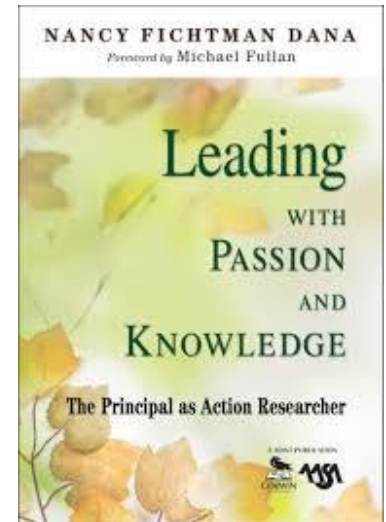


Increasing the principal's leadership capacity - projects that focus on being a better leader (instructional).

Developing a Plan for Inquiry/Research

Critical Juncture #3

- Developing an inquiry brief/plan
 - Road map
 - What do you plan on doing?
 - ☐ Best practices
 - ✓ Research
 - ✓ Exemplary principals
 - What data will you collect?
 - How will you collect and analyze data
- Resources
 - Chapter 3
 - Examples, p. 98
 - IPLI website



Focus-Cohort Meetings

- **Mentor Facilitated Discussions at October & November Regional Focus-Cohort Meetings**
- **November – Inquiry Brief Litmus Test PP**

Hopes

Fears

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Analyzing Data

Critical Juncture #4

Creating a story of your learning as an inquirer based on a close and careful examination of your data, *making claims about your learning, and supporting those claims with evidence from your data.*

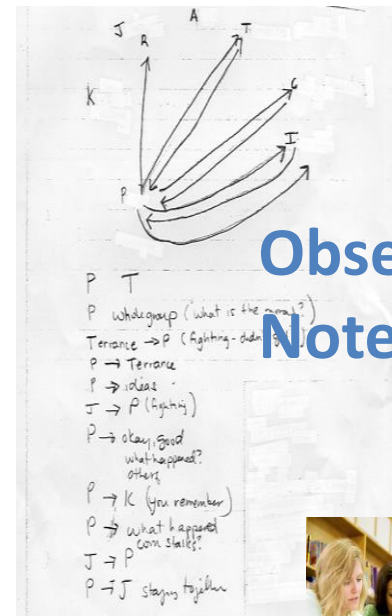
Data Collection

- Capturing the action, learning, and thinking that is occurring in the classroom and/or the school.
- Numerous strategies for collecting data





Data Collection Strategies



Observational Notes



Colleague Feedback



Interviews

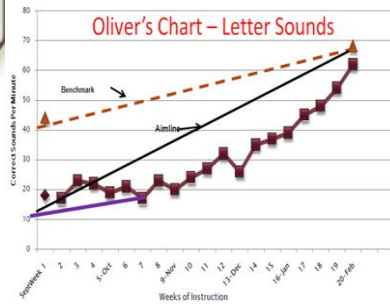


Journaling



Pictures/Video

Quantitative Measures



Student Work



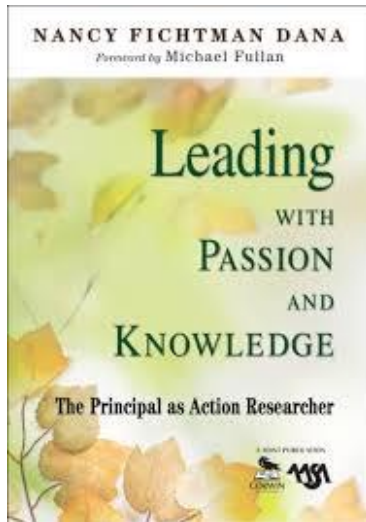
December 16 1773 was when the Boston tea party happened. In the tea party they threw tea into Boston Harbor. When the Boston tea party the sons of LIBERTY dressed as Native americans. They threwed 342 chest of tea. This happened because certain people could buy or sell tea and because they sold one kind of tea. This is what happened in December 16, 1773!

Surveys



Literature

Analyzing Data



- Resources
 - Chapter 4
 - IPLI Webinar

Focus-Cohort Meetings

- **Mentor Facilitated Discussions at January, February, & March Regional Focus-Cohort Meetings**

TUESDAY

- Nancy will ask you to facilitate a discussion at your table using these three questions...
- And then will ask mentors to share the responses from their tables...



Reflection:

Three Questions About Data Collection

- What is one word (or phrase) that captures how you feel about all of these different data collection strategies? Why did you choose this word?
- What data collection strategies are most surprising to you and why? What other ways might a principal researcher collect data?
- What do you find most interesting about the data collection process for the principal researcher?

Reflection:

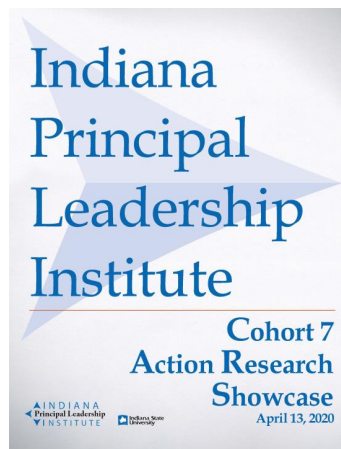
Three Questions About Data Collection

- What is one word (or phrase) that captures how you feel about all of these different data collection strategies? Why did you choose this word? **(Jack, Leigh, Brian D., Angie H.)**
- What data collection strategies are most surprising to you and why? What other ways might a principal researcher collect data? **(Tina, Ryan, Angie LH, Brian H.)**
- What do you find most interesting about the data collection process for the principal researcher? **(Mike, Melissa, John, Lynn, Amber)**

Sharing Work with Others

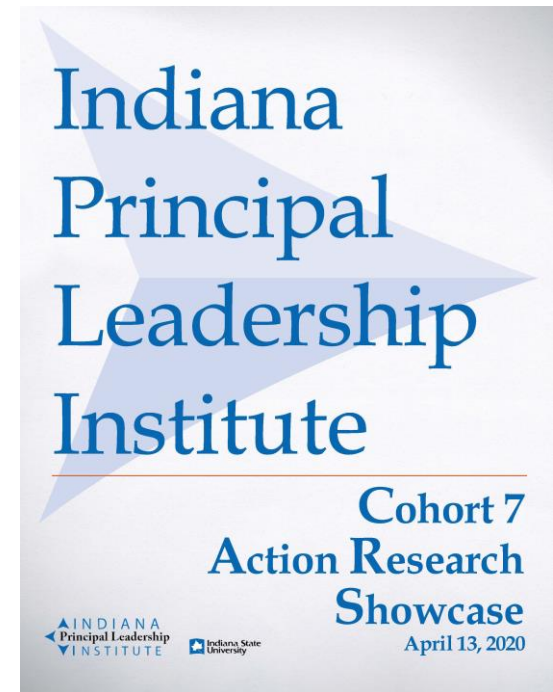
Critical Juncture #5

Educators collaborating with one another to define and refine their investigations into practice as well as communicate the results of their work with other professionals.



IPLI Action Research Showcase

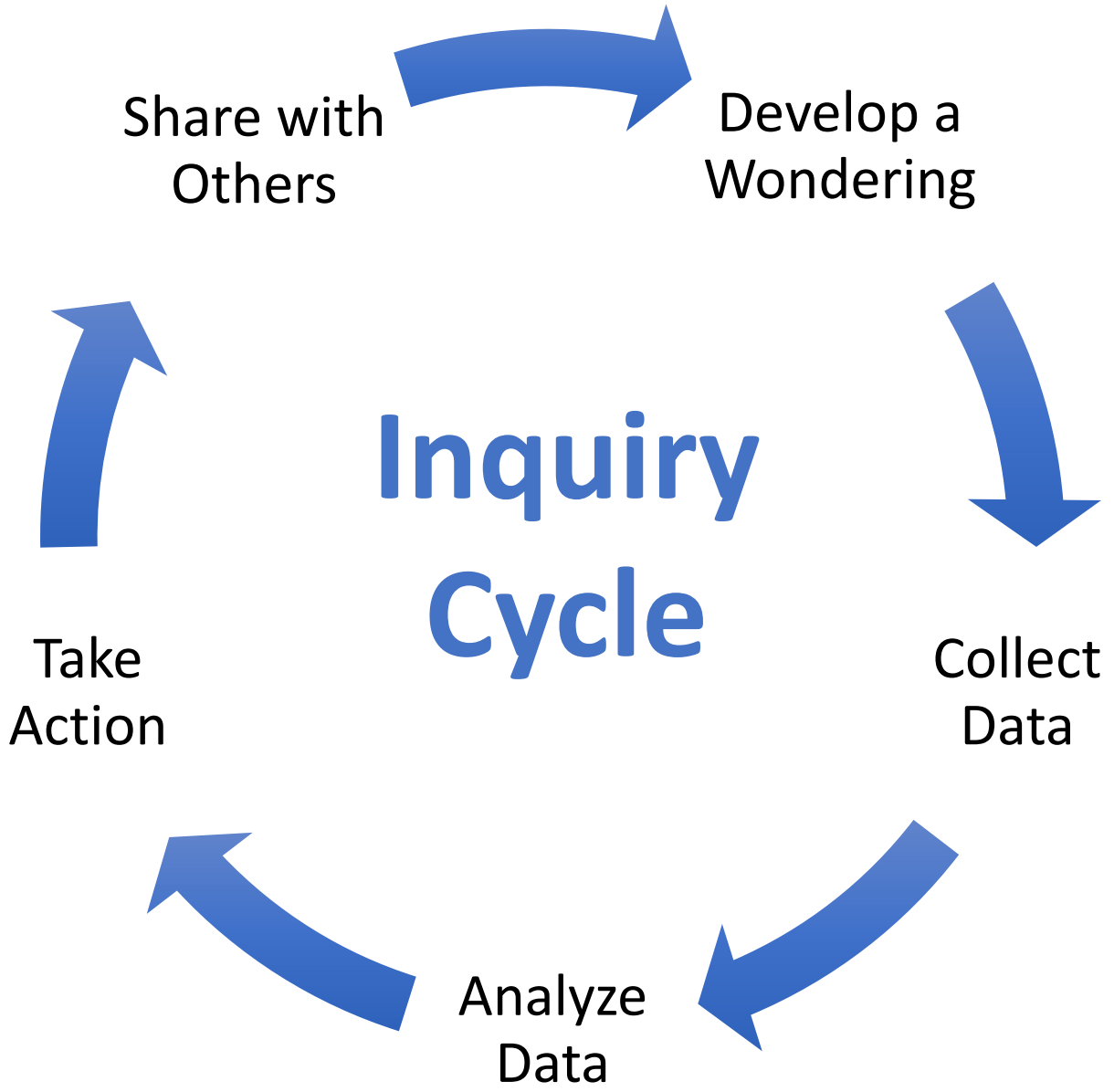
- Project title
- Background that led to your inquiry
- Statement of wondering
- Methods/Procedures used including data collection and analysis
- What did you learn (supported with data)?
- What are your next steps?





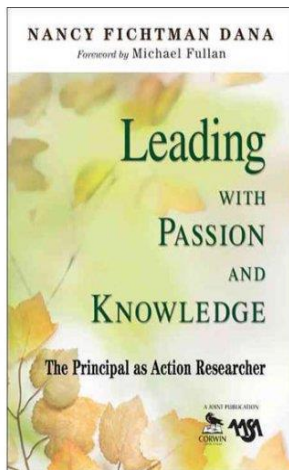
Action

Making informed change and adjustments to teaching and administrative practice to improve learning conditions within a classroom, a school, and/or an entire district.



Year One: IPLI

Principals meet in regional cohort groups
(Principal PLCs to support one another in
individual AR projects)



1. Administrator Inquiry Defined
2. Finding A Wondering
3. Developing a Data Collection Plan
4. Analyzing Your Data
5. Presenting Your Research
6. The Continuing Journey as Head Learner

Coaches' Role in Building Healthy Inquiry-Oriented PPLCs



- Establish and maintain a **vision**.
- Build **trust** among group members.
- Pay attention to the ways **power** can influence group dynamics.
- Understand and embrace **collaboration**.
- Encourage, recognize, and appreciate **diversity** within the group.
- Promote the development of **critical friends**.
- Hold the group **accountable** for their learning.
- Understand **change** and acknowledge the discomfort it may bring to some principals in your group.
- Have a comprehensive view of what constitutes **data**, and are willing to consider all forms and types of data throughout their PPLC work.
- Work/Communicate with the **IPLI Leadership Team**. Don't be afraid to ask questions.

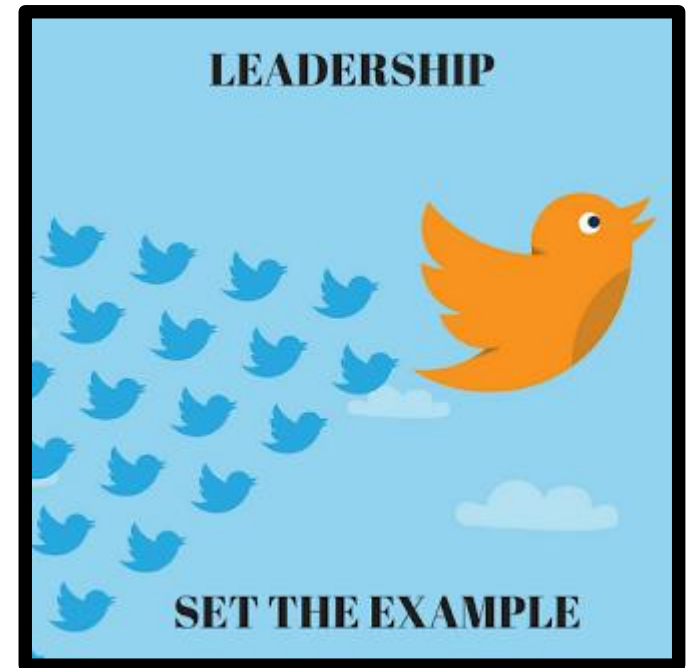
Your Role



- Continue to challenge your principals (probing ?s)
- Closely monitor their progress
- Answer questions
- Ensure they are ready to present in April
- Ensure they submit their requested items to IPLI on time – abstract, final presentation, etc.

Be a Role Model

- Challenge yourself
- Participate in the Mini AR Try-It
- Develop your own AR Project
- Share your project and be open to feedback from your focus-cohort group
- Present at the AR Showcase



Coaching Calendar



Helpful Tips







To Do List

- Room(s) reserved, disinfected, ready to go
- Email reminder to principals and provide date, time, location, and bring mask
- Food for the day ordered
- Check technology
- Have materials ready to go
- Appropriate social distancing in place
- Other:



- Dress on Tuesday: IPLI polo with slacks or skirt, no shorts
- Tuesday Morning:
 - Be ready to go at 8:00 a.m. at your location.
 - Have nametag, folders, t-shirt, pens, notepads, candy on the tables.
- Enforce use of mask and social distancing.
- Get a picture of each principal as they come in, and when everyone is there, get a group picture. Send pictures to Lori.
- Take pictures throughout the day and send to Lori.



OK! WE HAVE THE PLAN!!

LET'S DO THIS!

movie tone

imgflip.com