

Daily Reflection of Job Satisfaction

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School Name: Decatur Middle School

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Background Leading to My Inquiry (Slides 2 and 3)

I consider myself to be a reflective practitioner. I am always wondering how I can be better tomorrow than I was today. I enjoy focusing on Tier 1 practices to increase student achievement and I am a very firm believer that ELA and Math be taught in every content area. In this way, ALL teachers become responsible for the success of our students, and, in turn, the success of the school.

However, from time to time, I have days where I can not determine how I was effective or efficient. The hours of our day as Leaders often blur together. By the time the dismissal bell rings, buses have left the lot, all students are home, after school meetings are held, and emails are caught up, I find myself asking myself, "What did I do all day? How was I effective? Was I productive?"

The Purpose of My Inquiry (Slide 4)

Therefore, the purpose of my action inquiry was to develop data focused on my ability to recall the entire day's events and to rate my self-satisfaction. In other words, am I happy with what I accomplished today? Can I say to myself that I did a good job and my day was productive?

My Wondering (Slide 5)

With this purpose, I developed a spreadsheet that would allow me to log time focused on various tasks focused on Student Achievement, Student Discipline, and Extracurricular events. I then rated by day on how effective and efficient my leadership practices were.

My Actions (Slide 6)

I collected data in January and February. Prior to collecting data, I added Operations and Parent Communication to the spreadsheet after consulting with Amber. Each day, I inputted how many hours were spent in those areas.

Approximately two weeks into the data collection, I noted that the more full my calendar was, the more I was able to recollect the day and the better feeling of satisfaction I had with effectiveness and efficiency. I added those two items to the spreadsheet to be rated on a Likert scale. are.

Data Collection (Slide 7)

As mentioned, at the end of each day I inputted the number of hours I spent on each task. I began to fill my calendar's empty spaces with the tasks I completed.

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My Data (Slides 8-12)

Slide 8 - Student Achievement. Every day had some time committed to Student Achievement. Out of 32 responses, 23 days reflect 2-3 hours of focus on Student Achievement.

Slide 9 - Operations. On average - 1 to 2 hours per day. Two outliers of 4 and 5 hours. Furniture meeting and Master Schedule meeting. Five out of 32 days - 0 hours committed to Operations.

Slide 10 - Student Discipline. Two outliers of 0 hours. Correspond to the excessive hours in Operations with the furniture meeting and master schedule meeting. Consistent 1-3 hours per day.

Slide 11 - Parent Communication. Eleven out of 31 responses. No parent communication. Does not include emails or creating mass messages. These are only face-to-face interactions. No more than two hours were committed per day during this project. Incredible APs, Front Office Staff, Teachers, and School Counselors!

Slide 12 - Extracurricular Events. Sixteen out of 30 days I spent 1-3 hours after school for extracurricular activities. On 14 out of 30, I didn't attend extracurricular, but that does not imply that I got out early!

My Discoveries (Slide 13-15)

Slide 13 - I am not much of a "journaler." I take notes on many aspects of the day, but I don't journal. Approximately two weeks into the project, I recognized that the "fullness" of my calendar was very much related to my feeling of satisfaction. I added to the spreadsheet: How full is your calendar? Consequently, as I met with people, or completed tasks, I added those to my calendar. This ended up being quite a time-work study.

Slide 14 - Lowest Day, .2/6/2024 Met with all new teachers to the building. Spent the entire day in meetings. Although I learned a lot, I did not have much interaction with others. Best Day 2/21/2024. Day was completely filled with meetings. Felt very productive

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Slide 15

- Learning Statement One: I am more of a "Journaler" than I have thought myself to be.
- Learning Statement Two: The more my calendar is filled with student and teacher interaction (Student Achievement), the more I am satisfied with my daily work.
- Learning Statement Three: Need to focus more on teachers articulating their part of

the SIP

I am more of a “Journaler” than I have thought myself to be. Other than notes in a notebook, I have never kept a journal of thoughts or self-reflections on paper. This activity gave me the opportunity to keep track of my actions AND my thoughts.

The more my calendar is filled with student and teacher interaction, the more I am satisfied with my work. On any day that I was able to have at least two hours of tasks associated with direct student achievement, my daily rating did not fall below a 7. On my best days (9 on the scale), I had four hours of tasks associated with student achievement.

I need to focus more on teachers articulating their part of the SIP. This is important to me. All teachers need to be accountable for student proficiency in reading and math.

Where I Am Heading Next (Slide 16-17)

Slide 16

I wonder what administrative tasks embody my day that are not part of my calendar. How many emails do I answer and phone calls do I make? What reports or grants or budgeting worksheets am I going through? What professional development and review of data do I not have on my calendar and, hence, not part of this research?

Slide 17

I recognize that the more that I can account for my time at the end of the day, the better I feel about my work. It is a little to show a full calendar, but that does not imply that I work 12 hours a day every day. I recognize that the more visible I am to teachers and staff, the more smoothly daily operations run. Teachers and staff were more quick to report problems and tell me what their actions were to correct those problems.

To change this Action Research, I would further break down the categories into more detailed tasks. For example, for Operations, I would add time allotted for screeners and interviews and time allotted to work on teacher/staff concerns. Additionally, I would add another category for Administrative Tasks.

Finally, reflecting back to the Background Slide, I want to know that my actions throughout the day make it so every teacher understands their value in the School Improvement Plan. If teachers can articulate that, our school has a much better chance to show proficiency.

Phil Shults

IPLI - Action Research

April 2024



Student Achievement
Safety
Customer Service

Preparing Students to be Tomorrow Ready!



Partnership with Families
Whatever It Takes
Social, Emotional, Academic Needs

School of Choice!

Background

- Reflective Practices
 - What do I need to do better tomorrow?
 - How do I best support student achievement?
 - Tier 1 Practices
 - Math and ELA in every subject area
 - Who is RESPONSIBLE for student achievement?
 - How do I best support teachers?
 - Professional Development
 - Classroom Management
 - Instructional Use of Time
 - Can ALL teachers articulate their part of the SIP?

The Issue

- Ever had one of those days...
 - What did I do?
 - Are other people wondering where I've been?
 - I seriously can't think of anything productive I did today.
 - And have you found yourself
 - in a shotgun shack
 - in another part of the world
 - behind a large automobile
 - in a beautiful house
 - with a beautiful wife
 - And did you ask yourself
 - How did I get here?

Purpose of Inquiry

- Feeling of Self-Satisfaction
 - No check marks
 - No good
 - Lots of clear accomplished tasks
 - Real good

My Wondering

- Log time with foci
 - Student Achievement
 - Operations
 - Student Discipline
 - Parent Communication
 - Extracurricular
- How effective/efficient were your leadership practices?
 - Daily Reflection of Job Satisfaction

My Actions

- Collect data in January and February
 - Conversation with Amber
 - Encouraged to break day into areas of focus
 - Student Achievement
 - Operations
 - Student Discipline
 - Parent Communication
 - Extracurricular
 - Created a Google Form to Track Day
 - Two weeks in...
 - Correlation between calendar events and reflection

Data Collection

Questions Responses 36 Settings

Daily Reflection of Job Satisfaction

B I U ⊖ ✖

Form description

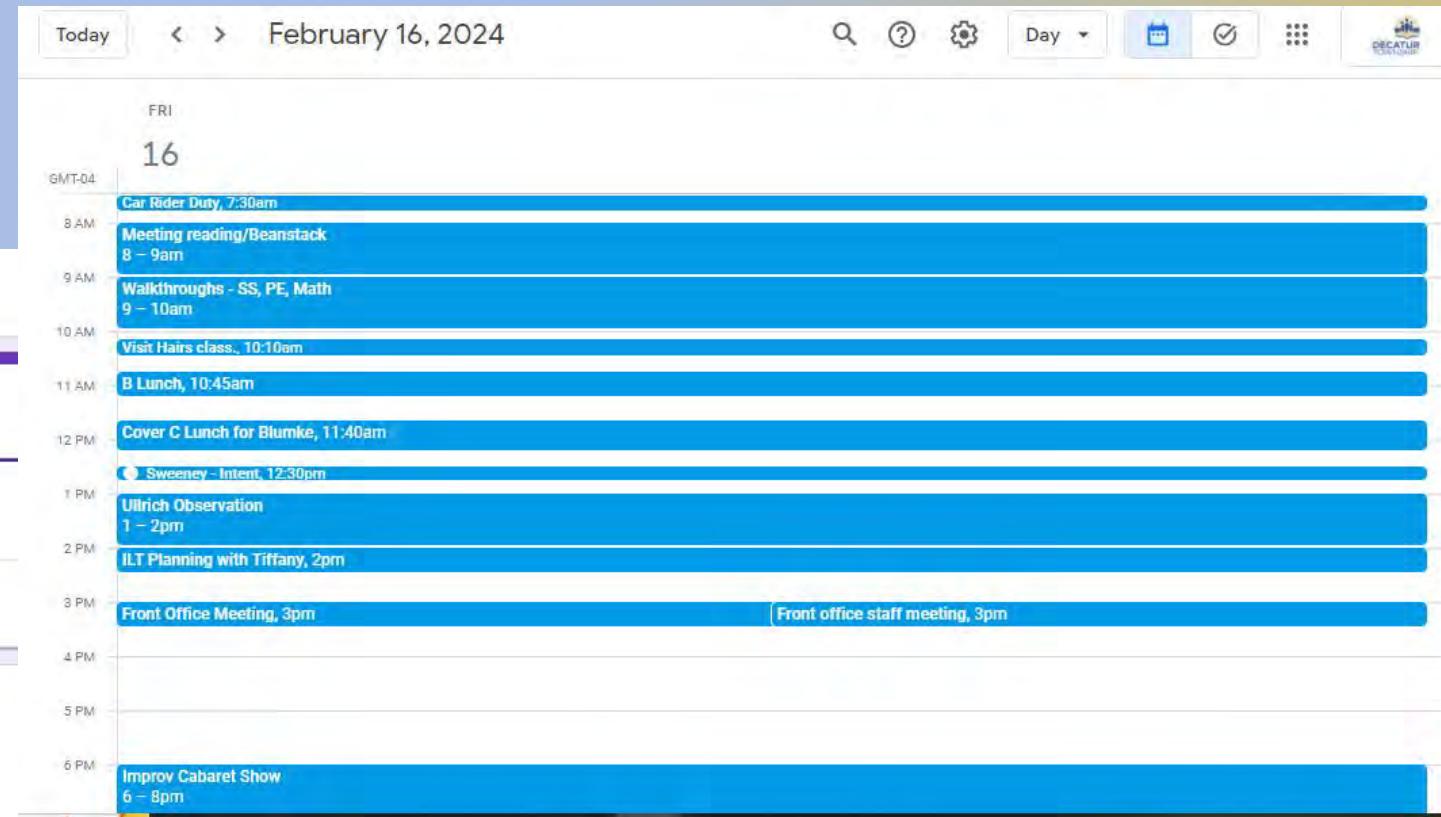
This form is automatically collecting emails from all respondents. [Change settings](#)

Date

Month, day, year

How many hours of your day was focused on Student Achievement? PLC, Teaching Practices, Data Dives, ILT Meetings, Admin Meetings, etc.

0
 1
 2
 3
 4



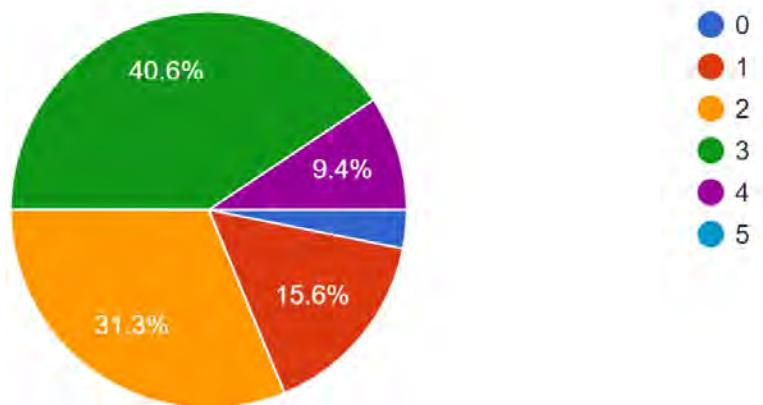
- Student Achievement
- Operations
- Student Discipline
- Parent Communication
- Extracurricular

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Let's Look at the Data

How many hours of your day was focused on Student Achievement? PLC, Teaching Practices, Data Dives, ILT Meetings, Admin Meetings, etc.

32 responses



Focus of Time Student Achievement

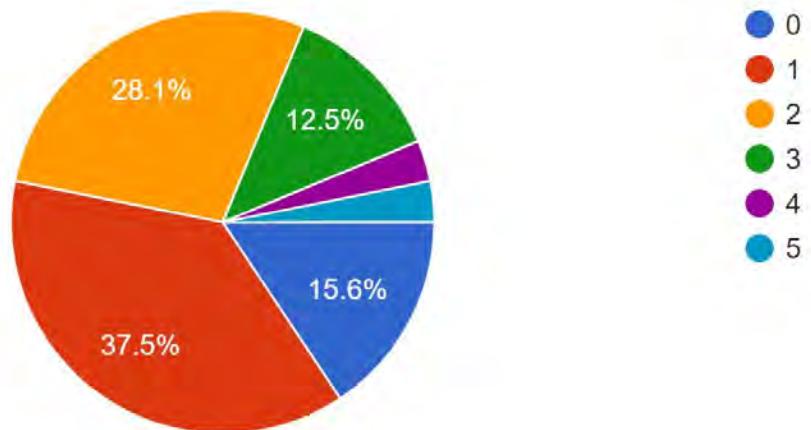
- Every day had some time committed to Student Achievement.
- Out of 32 responses, 23 days reflect 2-3 hours of focus on Student Achievement.

Let's Look at the Data

Focus of Time Operations

How many hours of your day was focused on Operations? Staffing, Custodians, Bldg Maintenance, Transportation, Food Services

32 responses



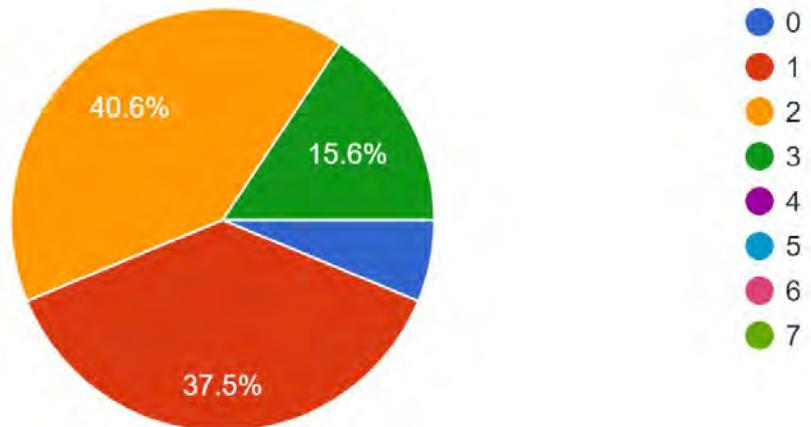
- On average - 1 to 2 hours per day.
- Two outliers
 - 4-5 hours
- 5 out of 32 days - 0 hours.

Let's Look at the Data

Focus of Time Student Discipline

How many hours of your day was focused on Student Disciplinary concerns?

32 responses



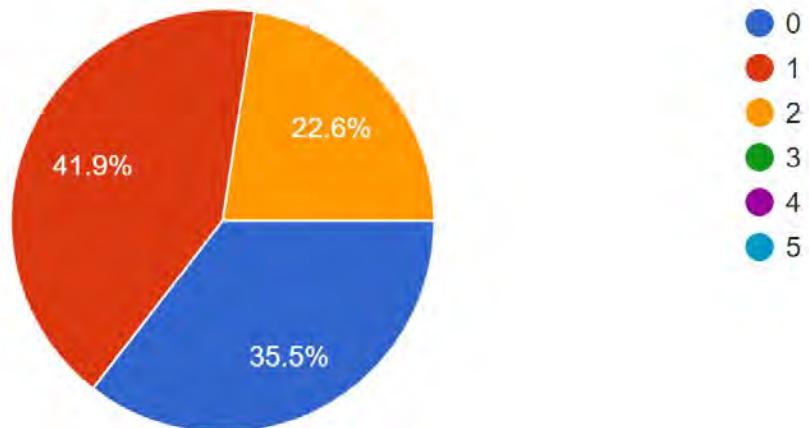
- Two outliers of zero hours
 - Correspond to outliers in Operations
- Consistent 1-3 hours per day

Let's Look at the Data

Focus of Time Parent Communication

How many hours of your day was focused on parent communication or parent concerns?

31 responses

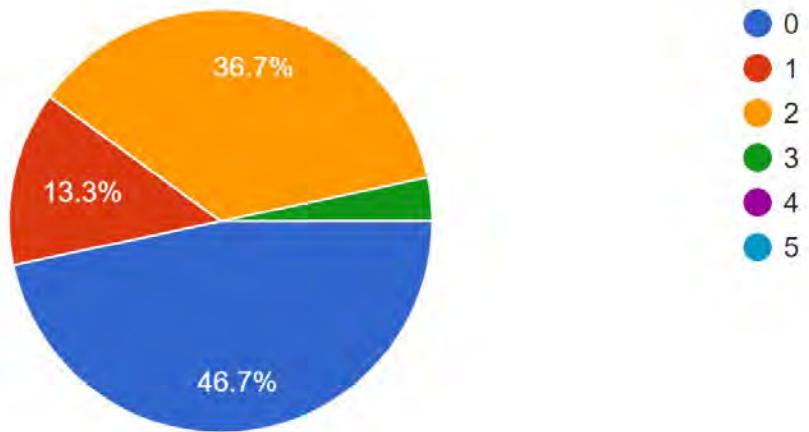


- 11 out of 31 responses - Zero hours
 - Incredible APs, Teachers, and School Counselors
- Not more than two hours during this project.

Let's Look at the Data

How many hours of your day was focused on extracurricular events? Athletics, community events, school board meetings, etc.

30 responses



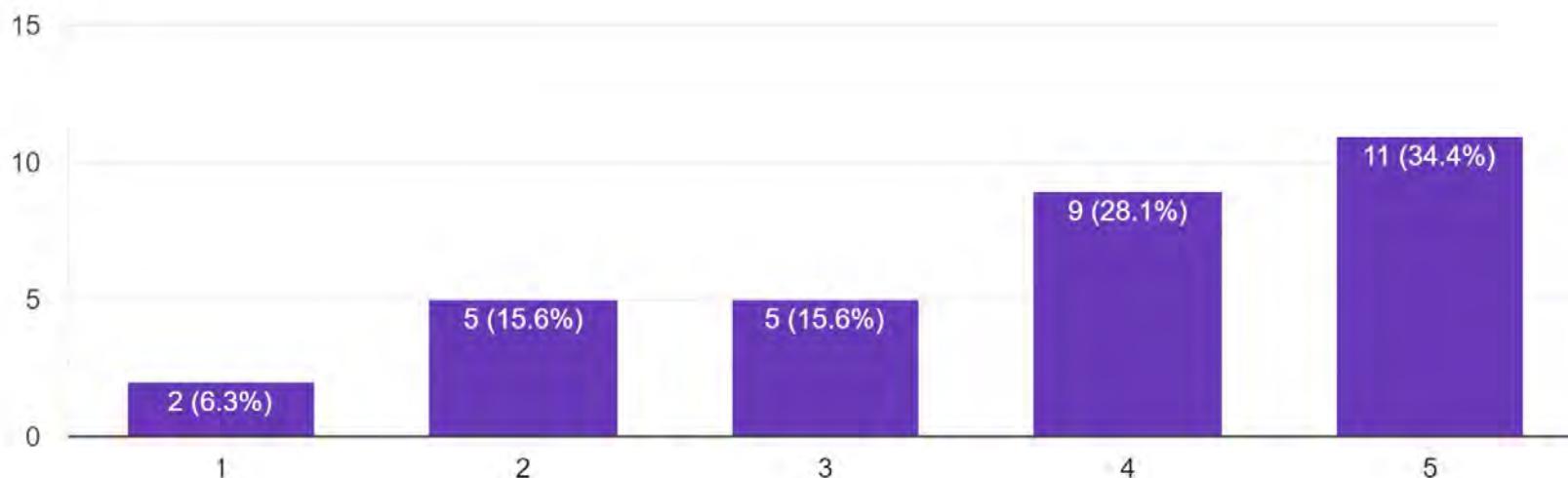
Focus of Time Extracurricular Events

- 16 out of 30 days
 - 1-3 hours after school
- 14 out of 30
 - No extracurriculars
 - Does not imply that I got out early! Ha!

Let's Look at the Data

How full is your calendar?

32 responses



I am not much of a "journaler." I take notes on many aspects of the day, but I don't journal.

Approximately two weeks into the project, I recognized that the "fullness" of my calendar was very much related to my feeling of satisfaction.

I added to the spreadsheet: How full is your calendar?

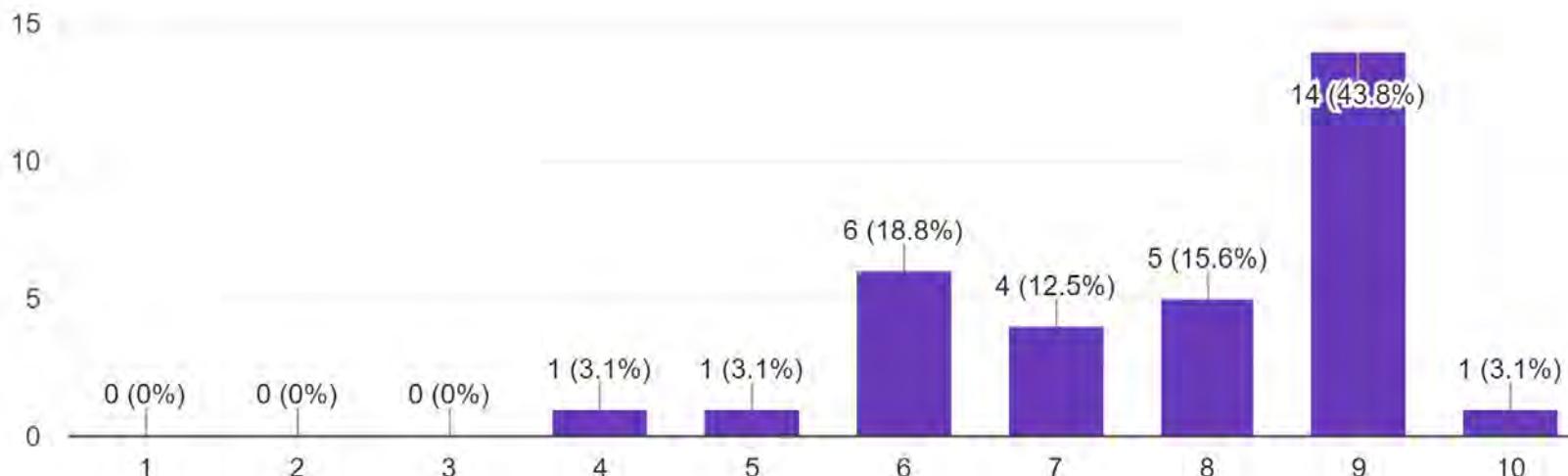
Consequently, as I met with people, or completed tasks, I added those to my calendar.

This ended up being quite a time-work study.

Let's Look at the Data

As you reflect on the day, how effective/efficient were your practices?

32 responses



Self-Reflection

- Lowest Day
 - 2/6/2024
 - Met with all new teachers to the building.
 - Spent the entire day in meetings.
 - Although I learned a lot, I did not have much interaction with others.
- Best Day
 - 2/21/2024
 - Day was completely filled with meetings.
 - Felt very productive
- [Shults - AR - IPLI](#)

My Discoveries

- Learning Statement #1
 - I am more of a “Journaler” than I have thought myself to be.
- Learning Statement #2
 - The more my calendar is filled with student and teacher interaction **(Student Achievement)**, the more I am satisfied with my daily work.
- Learning Statement #3
 - Need to focus more on teachers articulating their part of the SIP

Generation of Directions for the Future

What Administrative Tasks embody my day that are not part of my calendar.

- Email
- Phone calls
- Reports
- Grants
- Budgeting
- Developing Professional Development
- Reviewing Data
 - Academic
 - Behavior
 - Attendance

Where I am Heading Next

- As I account for time at the end of the day, the greater my reflection on effective and efficient practices.
- Instruction, Operations, and Management worked much more smoothly when I was visible.
 - Teachers and Staff were more quick to report problems and tell me what their actions were to correct those problems.
- Need to break down more of the Operations category
 - Interviews
 - Teacher/Staff Concerns
- Need to add Administrative Tasks
- “Can all teachers articulate their part in the SIP?”