**IPLI ACTION RESEARCH “TRY IT” MINI CYCLE**

**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.*

**To Do** in preparation for September 23rd 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 tell what you learned with your cohort members.

*Option Two:* **The Value of Webinars for Administrative Practice**. Watch webinars on Ed Leaders 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, share the webinars you watched, and tell 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, share the podcasts you listened to, and tell 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 then 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, share the articles you read, and tell 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., 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, share your calendar, and tell 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, share your journaling, and tell what you learned as a result with your cohort members.

*Option Seven*: **Utilizing IPLI Resources**. Block 30 minutes each week between now and the September Seminar to review the IPLI website - <http://indianapli.org/> to identify resources to assist you as a school leader. These resources can be found under the following tabs: Blog, Resources, and AR Summaries. Take notes on those resources you find most helpful and include your reflection on the following prompt: “What is the most important/interesting thing I learned through reading these resources and what impact, if any, will it have on my administrative practice?” These notes become your “data” to answer the question “How can utilizing IPLI resources inform my administrative practice?” Bring your notes with you to our September seminar and be ready to “analyze” this data, share the articles you read, and tell what you learned as a result 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.

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

**FOCUS COHORT**

**MEETING**

*As a part of this meeting, your mentor will briefly review the process of action research and each member of your cohort will share which Action Research Mini-Cycle he/she selected as well as any progress made on “data collection” between the July Kick-Off and August Regional-Focus Cohort Meetings. Mentors will answer clarifying questions about the mini-cycle completion and help those principals who haven’t yet begun their mini-cycle plan out time to complete the mini-cycle by the September Seminar.*

To Do in Preparation for September Seminar: Complete your AR “Try It” Mini-Cycle. Bring collected “data” with you to the September meeting.

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

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

*In addition to some great speakers and other learning experiences, at this meeting, you will meet with your mentor in your regional cohort groups to touch base with one another as well as share what you learned through the completion of your mini-action research cycle.*