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Background Leading to My Inquiry (Slide 2)

I have started at a new school this year just as I was beginning the IPLI program. I was struck by my PCM Leadership profile and I wanted to focus on the “end of the day” questions as a focus.

I wanted to answer two questions:

“Have I used my time productively?”

“Have I accomplished important things?”

There are days that I have felt like I have been busy all day but I do not feel as if I have really accomplished anything really important.

The Purpose of My Inquiry (Slide 3)

Therefore, the purpose of my action inquiry was to see if I could plan out parts of my week to make sure that what I was accomplishing was important and if purposeful planning would help keep me on track to getting projects completed, and use my staff/team in a more efficient manner.

My Wondering (Slide 4)

With this purpose, I wondered if planning out time to work on important projects rather than ‘getting around’ to them helped me be more organized and feel more productive.

My Actions (Slide 5)

In my inquiry brief, I proposed to identify 2-3 projects that need to be completed in the school that are essential to the school experience. In my wondering, I wanted to see if intentional planning helped me meet deadlines sooner rather than them being all of the sudden upon me.

First I decided that I would choose two projects to focus on. Creating the master schedule in PowerSchool for the 2023-24 school year and planning for the Class of 2023 graduation ceremony.

I started at first being pretty diligent on putting time on my calendar for working on these projects. My focus at first was mostly on the master schedule (MS) since it needed completion sooner than the graduation ceremony.

While working on the MS, I relied on the assistance of one of the school counselors that had been a part of the scheduling process with the previous principal for several years. I was also able to tap into a resource at one of my previous schools to get some training on using the PowerSchool PowerScheduler. I did not include in my AR data the time that I spent doing online research for manuals or suggestions from PS groups.

I have not yet spent as much time on graduation planning but one of the first things I did was create a checklist of items/responsibilities needed for a successful graduation ceremony. I had a meeting with a committee that I shared this document with to see if it was complete. We will have a follow up meeting this week with additional committee members and begin discussing responsibilities for planning.

Black Thursday-

Two days before spring break, we had a major set-back on the MS process. I was having trouble with a scheduling procedure in PS. I sent an email to my team indicating that I was stuck but I was planning to work on it later with some help from an experienced PS user. My team, in an attempt to help, went in the system and attempted some changes. One of their changes completely reset the changes we had been making for the last 2 months back to its original setting. All of those changes were lost. My set of data on this project involves the time it took to re-establish all of the changes to course sections and teacher schedules that had been made. For the AR process, We had set-up a document that 'journalled' all of the changes we were planning to make and made, and I was able to use that to recreate in PS the changes we had made.

Data Collection (Slide 6)

The data I collected was from entries on my calendar and from meeting agendas that the projects were discussed and worked on. I compiled data into a google sheet and recorded dates, project category, brief description, group/individual, and the amount of time spent.

sample data

| Date | Project | Activity | Time (hours) | Indiv/Group | Planned? |
|---------|---------|----------------------------|--------------|-------------|----------|
| 1/10/23 | MS | Class Visits - St requests | 1 | G | Y |
| 1/18/23 | GD | Grad Plan-Counselors | 1 | G | Y |
| 1/27/23 | MS | MS Meeting | 1.5 | G | Y |
| 2/2/23 | GD | Grad Discussion | 1 | G | Y |
| 2/7/23 | GD | Grad Checklist | 2 | I | N |
| 2/20/23 | GD | Grad Meeting | 1 | G | Y |

My Data (Slides 7-8)

I have included a few slides with bar graphs to compare:

- Individual v. Group work time
- Planned v. Unplanned Time

Display data and share the ways you analyzed the data. **You may need additional slides.**

Quantitative data is often presented in graphs/charts,/tables. You may wish to give quantitative data in at least two kinds of graphs organized in different ways to help you explain various aspects of your learning.

Qualitative data is often presented as excerpts of text from a journal, teacher reflections, etc. You may wish to offer qualitative data by including one or more text samples to help you explain different aspects of your learning.

My Discoveries (Slide 9)

In this step, summarize your learning in two to three brief statements that illustrate the most critical facets of what you learned:

- Learning Statement One:
 - I spent nearly an equal amount of time working on the projects in either planned time and unplanned time.
- Learning Statement Two:
 - During the process of tracking my data, I found that I did not have an efficient method of collecting data for those spontaneous moments of working or collaborating on a project.
- Learning Statement Three:
 - I spent nearly an equal amount of time on my projects working with others in collaboration.

I realized that I spent nearly as much time working on each of my projects using planned time as I did unplanned time. This is especially true of my working time with the master schedule. There was just a couple of hours of time difference. This actually surprised me because the nature of working in the master schedule at times seemed to be making changes at the spur of the moment after some discussion with a teacher or counselor, and I wanted to record the change while it was still a fresh decision.

As I went through this process, I was not sure how to capture the spontaneous moments working on the master schedule and not making a note somewhere that it happened for data analysis. I was able to use some of the documents that we were using to track changes back track time data for analysis, but there was data that was not captured. Sometimes the nature and activity of the school day just did not make it possible.

An unlying goal in my AR project was to not put all of the labor on these projects on myself and delegate some of the tasks to others. I tracked that data by coding entries as individual or group work. My data show that the majority of the work that was tracked was my own individual work by approximately 5 hours more. When we met as a group, we did decide on a division of some of the tasks, however, the time my team members worked was not tracked.

Where I Am Heading Next (Slide 10)

I know that when I started the MS process, I had to feel out some of the staff on their past role in the MS building process. I had perceived and been told that there was some resistance in their assistance and I sensed that I should be the one doing some

of the tasks. However, after getting a number of the tasks completed on my own, I started feeling like I could make requests with less apprehension. I also learned that when I was struggling with some of the technical issues within PS, my team jumped in to help me without asking. This ultimately led to our Black Thursday incident described earlier. Side note: I felt like this experience was a test for me and for the staff to see how I would have handled a significant mistake by my staff. I took a deep breath and thanked them for trying to help me, and I described the incident to the staff as a technical issue without blaming anyone for the set-back.

I did take this as a lesson in making sure to be specific in making requests and asking for help. I had not shared with the team that I had a back-up plan to get the issue resolved and I was only informing them of the status. I should have told them to leave the tech issue unresolved until I got help.

So the take-away from this project I would have for other administrators is if you are going to involve other staff members to assist you in projects or tasks, make sure that roles and terms of satisfaction are clear so that everyone can feel supported and that they made a positive contribution to the end product.

Citing Your Presentation and Publication

Congratulations on completing the Year 1 Action Inquiry process! You can list your project as both a professional presentation and a professional publication on your resume. Here are examples of the correct ways to cite:

Presentation

Roe, T. (2023). Planning for productive use of time. Presented at the annual Indiana Principal Leadership Institute Action Research Showcase, Indianapolis, IN.

Publication

Roe, T. (2023). Planning for productive use of time. Retrieved from <https://docs.google.com/document/d/1FcluO9DbLLgoWEm-Dqj2sJYubDHHCSHWIxzvsizVWbY/edit?usp=sharing>

Title of Action Research Project:

Name of School:
Churubusco JrSrHS

Principal's Name:
Terrence Roe
Principal's Email:
roet@sgcs.k12.in.us



Background Leading to this Inquiry

New School - Offered new position while at IPLI

PCM Leadership Model - “end of the day”

I wanted to answer two questions:

- “Have I used my time productively?”
- “Have I accomplished important things?”



Purpose of This Inquiry

Purposeful Planning

- Set in motion important projects
 - 2023-24 Master Schedule
 - 2023 Graduation Ceremony

Could consistent planning keep me on track and use my team more efficiently



My Wondering

With this purpose, I wondered if planning out time to work on important projects rather than 'getting around' to them helped me be more organized and feel more productive.



My Actions

- Identify 2-3 essential school projects
- Created a timeline for completion
- Scheduled time on my calendar
 - Individual work time
 - Work with staff

Set-Back: Black Thursday



Data Collection

Data was compiled in a google sheet.

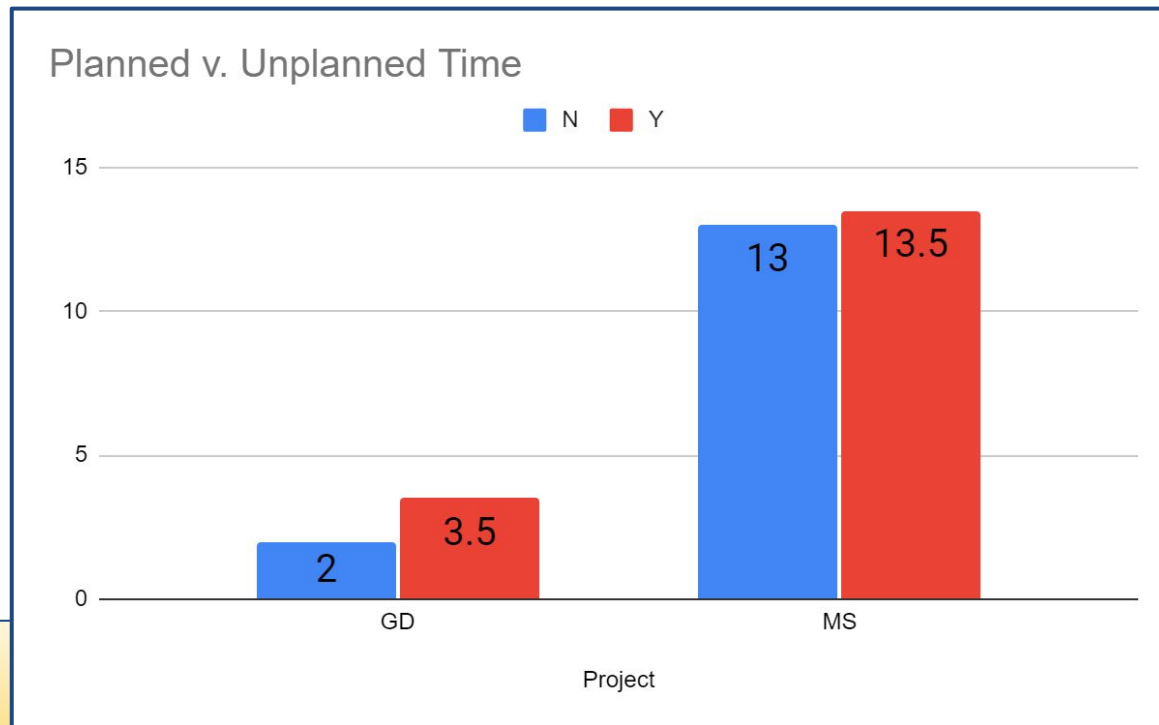
Sample data:

| Date | Project | Activity | Time (hours) | Indiv/Group | Planned? |
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| 2/20/23 | GD | Grad Meeting | 1 | G | Y |
| 2/27/23 | MS | PS Training | 2 | I | Y |
| 2/27/23 | MS | St Request | 0.5 | G | Y |



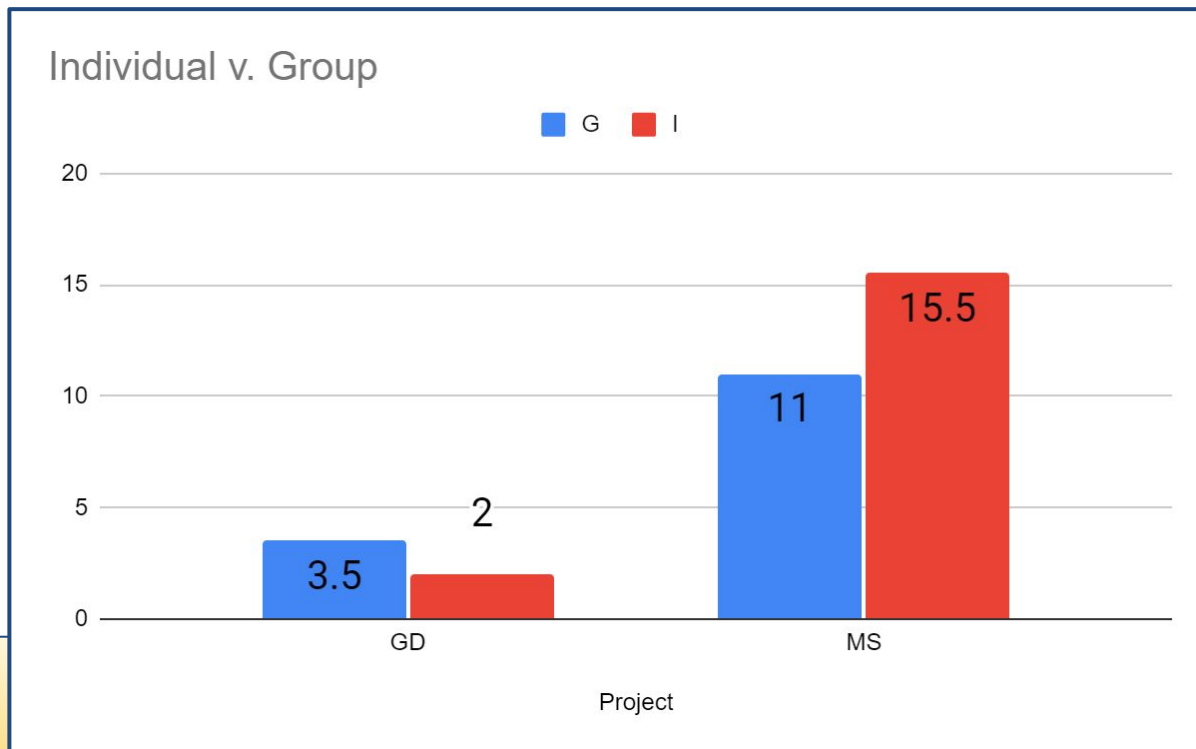
My Data

This chart shows the amount of time (hrs) each project was tracked in planned time vs. unplanned time.



My Data

This chart breaks down the time (hrs) that were spent working individually or with a group.



My Discoveries

- Learning Statement One:
 - I spent nearly an equal amount of time working on the projects in either planned time and unplanned time.
- Learning Statement Two:
 - During the process of tracking my data, I found that I did not have an efficient method of collecting data for those spontaneous moments of working or collaborating on a project.
- Learning Statement Three:
 - I spent nearly an equal amount of time on my projects working with others and in collaboration.



Where Am I Heading Next

- Both projects are still needing completion
- Black Thursday was an opportunity
 - Grace
 - Trust
- Learn to make requests with more specifics



Bibliography

