



Finding Joy Through Connections

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Background Leading to My Inquiry (Slide 4)

My action research was driven by my need to find more joy in my day. As a harmonizer, I started to feel bogged down by the demands of being the leader of the school. I felt like I was missing joy in my days that I had when I was teaching in the classroom. I knew that if I did not find ways to fill my cup with joy, I would not be able to face the challenges that accompany being principal. What I quickly realized was that I was missing my connection with students.

The Purpose of My Inquiry (Slide 6)

Therefore, the purpose of my action inquiry was to find ways to connect with students so that I would feel more joy and be able to balance the heaviness of the administrative position with joy.

My Wondering (Slide 8)

With this purpose, my wondering was “Will scheduling intentional time to connect with students help me fill my cup with joy and in turn be able to face the challenges that come with being principal?”

My Actions (Slide 10/11)

I started by keeping a journal of days that I spent time with students and days that I did not. This led me to see that my day felt more complete when students were a part of it.

Next I used a calendar system and intentionally scheduled time with each of our middle school advisory classes.

During my visits we would play fun games and students could interview me to get to know more about me as a person and as a professional.

Data Collection (Slide 13)

Each day I would spend time journaling how I felt at the end of the day; I included every day, those where I spent time with students, and those days when I did not. I also included some of the funny antics and connections I made with the classes.

I also used a Likert scale and rated my “joy” every day on a scale from 1-5 (1 lowest and 5 highest) I would compare my scale ratings to the interaction I had in my journals.

My Data (Slides 15-21)

Examples of my qualitative and quantitative data can be found in my presentation.

My Discoveries (Slide 23)

- I am able to feed my harmonizer base by scheduling time to connect with students further I was able to find more joy in my day to help me deal with more challenging issues as they arose.
- Spending time with my students allowed them to know me better and as a side effect, discipline levels decreased and my family noticed a difference in my demeanor at home.
- The days I was unable to spend intentional time with students, often ended with higher levels of frustration. I often found that when I had to deal with a challenging situation I wasn't as patient, kind, or understanding compared to the days when I had had fun with students.

I learned that I cannot be a principal that sits in my office all day. I need to be out interacting with students and finding meaningful connections to ensure that the difficult tasks I do have face can be done with patience, grace and positivity.

The time I spent with students allowed me to know them better. While this fed my harmonizer phase, I also saw a decrease in discipline and my attitude at home also reflected this joy.

The days that I did not spend intentional time with students often ended in me being negative toward other tasks and not approaching difficult situations with grace.

Where I Am Heading Next (Slide 25)

- I know that I cannot go very many days without spending time with kids in my building. I need to keep building relationships and finding ways to connect.
- I am going to keep building my toolbox of fun games and connection points with students to keep things fresh
- I know that if leading with joy will help me be a more influential leader

Bibliography (Slide 26)

Works Cited

Sterratt, William. "Leading with Joy: The Influential Role of a Principal." *Ascd.org*, 9 Jan. 2020, www.ascd.org/el/articles/leading-with-joy-the-influential-role-of-a-principal. Accessed 8 Feb. 2024.

Books

- Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle.* Location: Publisher.

Single Author Article

- Author, A. A. (Year of publication). Title of article. *Name of journal, volume (number)*, page numbers.

Multiple Authors Article

- Author, A. A. & Author B.B. (Year of publication). Title of article. *Name of journal, volume (number)*, page numbers.

Websites

- Author, A. A., & Author, B. B. (Date of publication). Title of document. Retrieved from <http://Web address>

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

Andrews, K. (2022). Providing effective feedback. Presented at the annual Indiana Principal Leadership Institute Action Research Showcase, Indianapolis, IN.

Publication

Andrews, K. (2022). Providing effective feedback. Retrieved from <https://Web address>

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*Finding Joy Through
Connections*

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Background Leading to Inquiry

Background Leading to Inquiry

As a harmonizer, I started to feel bogged down by the demands of being the leader of the school. I felt like I was missing joy in my days that I had when I was teaching in the classroom. I knew that if I did not find ways to fill my cup with joy, I would not be able to face the challenges that accompany being principal. What I quickly realized was that I was missing my connection with students. I needed to find a way to go back to my roots of my why in education-I LOVE KIDS!

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Purpose of this Inquiry

Purpose of this Inquiry

This leads me to the purpose of my inquiry:

*To plan intentional time with students each day to help me find more joy and less negativity in my day.

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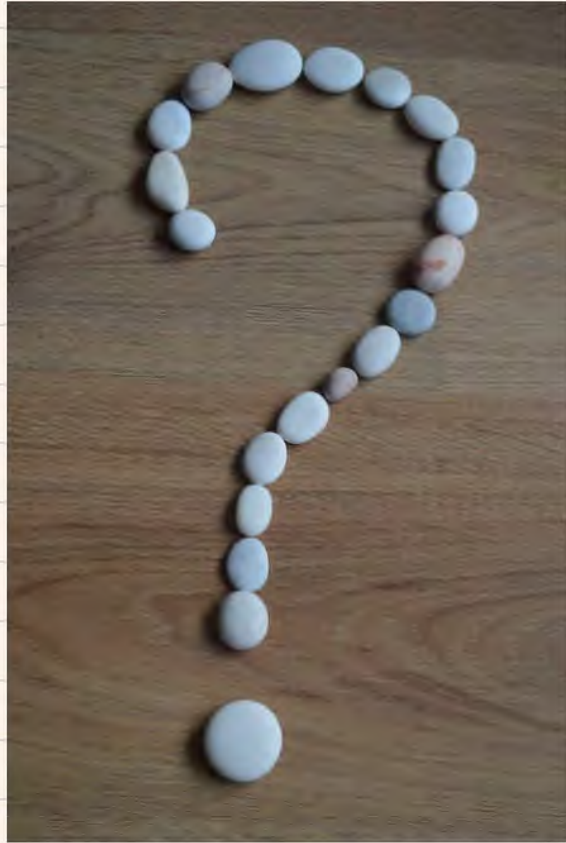
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My Wondering

My Wondering

Will scheduling intentional time to connect with students help me fill my cup with joy and in turn be able to face the challenges that come with being principal?



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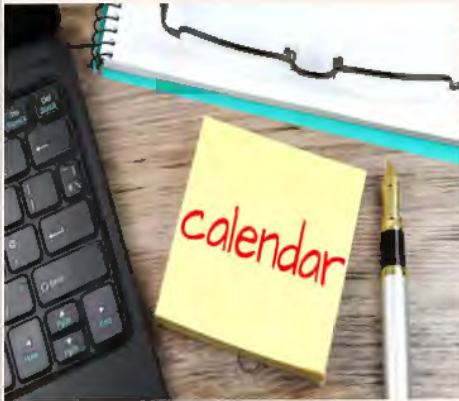
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My Actions

My Actions



I created a system where I kept a daily journal and rating scale along with a calendar of intentionally scheduled kid connection time. This system allowed me to track the days I spent time with students and assess my joy levels VS days I was not able to spend time with students connecting.

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My Actions

I would visit our 25 minute advisory classes that start each day at our school. During the time I would play fun games with the students allow them to ask me questions about my job or my family.

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Data Collection

Data Collections

Each day I would journal about how I felt on days when I was able to schedule intentional time with students VS days I was not able to spend intentional time with my students. I also completed a Likert scale each day rating my joy levels with 1 being the lowest and 5 being the highest.

Qualitative Data: calendar/scheduled time and reflections

Quantitative Data: percentage of days I rated myself as a 4 or 5 on the Likert "joy" scale compared to the days that I rated myself as a 3 or below.

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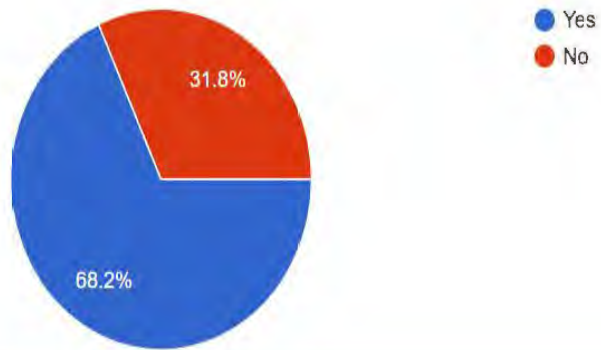
My Data

Section subtitle.

My Data

Were you able to meet with student today?

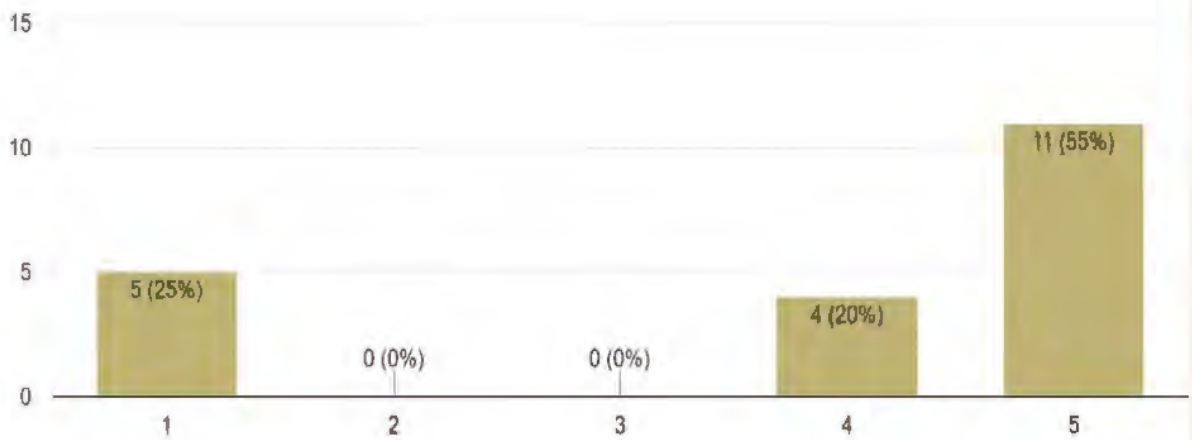
22 responses



My Data

Did you have fun with the advisory students today

20 responses



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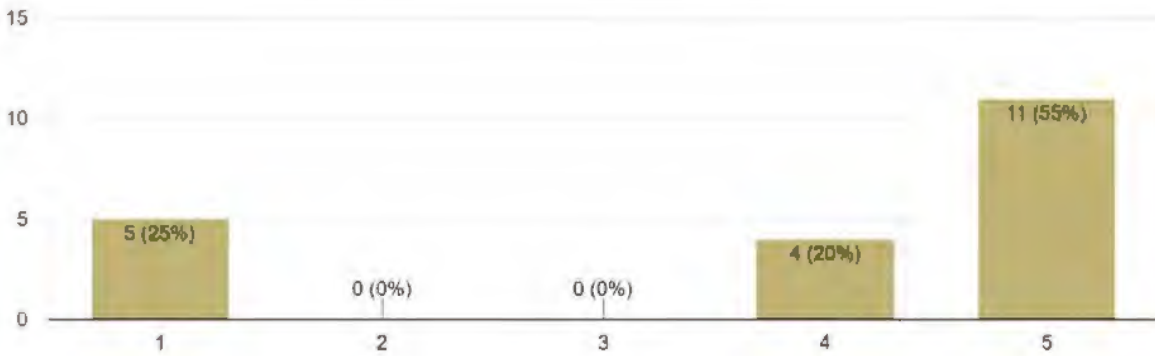
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My Data

Did you feel that the students got a chance to know you better today?

20 responses



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My Data

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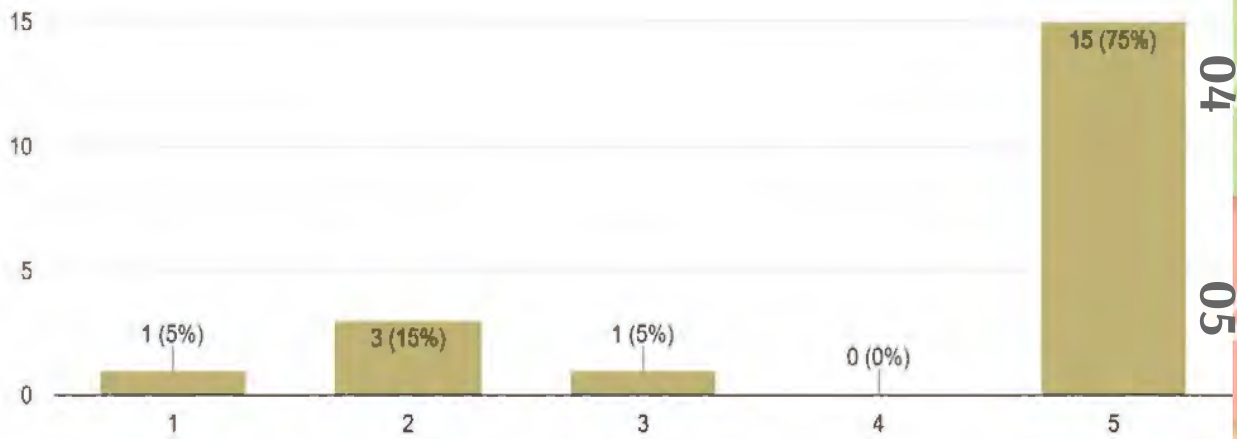
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Did your day overall feel more positive and energized?

20 responses



My Data

January 22, 2024

Today I met with Mr. Mickle's advisory. The students asked me questions about my job and we played two Jeen games.

The students had a lot of fun and told me they were going to play the games with their family. Our time

brought me joy! I was able to push through some other tough issues using my stored joy

My Data

January 23, 2024

Today I was not able to meet with an advisory. As the day went on I felt very overwhelmed and pessimistic.

I noticed I snapped at a couple of students when I normally would not. I did not like my negative vibes I need to find better connections on Wednesday

My Data

Between January 8th and February 8th I was able to collect information and add it in my Likert scales 20 times followed by journals for those times.

31.3 % of those days I did not meet with students. Those were the days that I felt down, not connected, or felt negative when I had to deal with tough situations.

68.2% of those days I did meet with students. 100% of the days I met with students I felt more energy.

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My Discoveries

Section subtitle.

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My Discoveries

- By intentionally scheduling time to connect with students I was able to find more joy in my day to help me deal with more challenging issues as they arose.
- Spending time with my students allowed them to know me better and as a side effect, discipline levels decreased.
- My family noticed a difference in my demeanor at home.
- The days I was unable to spend intentional time with students, often ended with higher levels of frustration. I often found that when I had to deal with a challenging situation I wasn't as patient, kind, or understanding compared to the days when I had had fun with students.
- On Wednesdays, when advisory is shortened, I need to find another way to connect with kids.

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Where I'm Heading Next

Section subtitle.

Where I'm Heading Next

- Keep working to find time to spend with students. I know I need to schedule it and make it intentional or I will let others agenda items take over.
- Keep looking for fun games and different ways to connect with the classes to keep my visits fresh and fun.
- On days where I cannot start my day with student contact, find others ways to connect with them.
- When I'm feeling down, and I haven't spent much time with students, I know what I need to do to fill my cup.

Bibliography

Sterratt, William. "Leading with Joy: The Influential Role of a Principal." *Ascd.org*, 9 Jan. 2020, www.ascd.org/el/articles/leading-with-joy-the-influential-role-of-a-principal. Accessed 8 Feb. 2024.

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