



My Intentions are NOT always your
Perceptions!

TRITON CENTRAL ELEMENTARY SCHOOL

JAMES HOUGH

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Background Leading to this Inquiry

What first lead me to my inquiry was the IPLI Culture Survey. After reading through the answers from my staff and after talking to my IPLI team, I came to the conclusion that I may be inconsistent in giving information to ALL of my staff.

Then I started to think about my monthly discussions meeting and my Wednesday morning delayed start meetings. Am I really inconsistent? Does my staff really feel like they don't know what is going on in our building?

Honesty Sometimes Hurts: Don't let your foolish PRIDE get in the way of change!

Purpose of This Inquiry

I want to know why my intentions are not
always your perceptions?

Why am I seen as inconsistent?

Too CHANGE!!!

My Wondering

I wondering how can I get ALL of my staff to understand my intentions? How do I get ALL of my staff to perceive my intentions for what they really are?

My Actions: My intentions are not always your perceptions?

My intentions need to = my staff's perceptions

- ▶ First I set up a weekly meeting with all of my teams in my building: They want my ear and some face to face time
- ▶ Next I used my Wednesday morning PLC time and focused on: Todd Whitaker's book "The Ten-Minute Inservice." My intentions are to be consistent my PD every week.
- ▶ Then I implemented a once a month: "Donut Talks" before school. Very informal but again it gave teachers face time with me.

Data Collection

- ▶ Data was collected from discussions minutes

My Data

- ▶ September: 8 items (6 Principal Related)
- ▶ October: 4 Items (All Principal Related)
- ▶ November: No Items
- ▶ December: No Items
- ▶ January: Eight Items (No Principal Related)
- ▶ February: No Items=No Meeting

My Discoveries

- ▶ I have discovered:
- ▶ That my teacher just want me to listen.
- ▶ They want my undivided attention.
- ▶ They also want scheduled meeting times that are consistent.
- ▶ They need me to be proactive
- ▶ They need me to LEAD!

Where Am I Heading Next

- ▶ I will continue to be deliberate in my meetings with my teacher.
- ▶ My new wondering is how do I address the items that are not related to me i.e. most of the new items on the discussions list are related to my special education director?

Bibliography

- ▶ Whitaker, T. (2013). *The Ten-Minute Inservice: 40 Quick Training Sessions that Build Teacher Effectiveness*. San Francisco, CA: Jossey-Bass



“My Intentions are not Always your Perceptions”

“So Let’s Talk”

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Background Leading to My Inquiry (Slide 2)

- What first lead me to my inquiry was the IPLI Culture Survey. After reading through the answers from my staff and after talking to my IPLI team, I came to the conclusion that I may be inconsistent in giving information to ALL of my staff.
- Then I started to think about my monthly discussions meeting and my Wednesday morning delayed start meetings. Am I really inconsistent? Does my staff really feel like they don’t know what is going on in our building?
- Honesty Sometimes Hurts: Don’t let your foolish PRIDE get in the way of change!

The Purpose of My Inquiry (Slide 3)

- I want to know why my intentions are not always your perceptions?
- Why am I seen as inconsistent?
- Too CHANGE!!!

My Wondering (Slide 4)

I wondering how can I get ALL of my staff to understand my intentions? How do I get ALL of my staff to perceive my intentions for what they really are?

My Actions (Slide 5)

My intentions need to = my staff's preceptions

- First I set up a weekly meeting with all of my teams in my building: They want my ear and some face to face time
- Next I used my Wednesday morning PLC time and focused on: Todd Whitaker's book "The Ten-Minute Inservice." My intentions are to be consistent with my PD every week.
- Then I implemented a once a month: "Donut Talks" before school. Very informal but again it gave teachers face time with me.

Data Collection (Slide 6)

- Data was collected from discussions minutes

My Data (Slides 7)

- September: 8 items (6 Principal Related)
- October: 4 Items (All Principal Related)
- November: No Items
- December: No Items
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- February: No Items=No Meeting

My Discoveries (Slide 8)

- I have discovered:
- That my teacher just want me to listen.
- They want my undivided attention.
- They also want scheduled meeting times that are consistent.
- They need me to be proactive
- They need me to LEAD!

Where I Am Heading Next (Slide 9)

- I will continue to be deliberate in my meetings with my teacher.
- My new wondering is how do I address the items that are not related to me i.e. most of the new items on the discussions list are related to my special education director?

Bibliography (Slide 10)

Whitaker, T. (2013). *The Ten-Minute Inservice: 40 Quick Training Sessions that Build Teacher Effectiveness*. San Francisco, CA: Jossey-Bass