



Stepping Forward into Growth EDLR 710-360 Spring IPLI Year 1

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Background Leading to My Inquiry (Slide 3 and 4)

I began a new position as an Assistant Superintendent in a new school corporation. With “Thinker” as my base, it was evident that I needed to quickly begin gathering information and data to formulate a plan on how to best support the administrators, determine what needed immediate attention, and to begin formulating a vision supported with professional development. With so many changes in the middle of the year, I naturally felt a strong need to build relationships and start by collaborating with the administrators due to “Harmony” as my phase.

The Purpose of My Inquiry (Slide 3 and 4)

Therefore, the purpose of my action inquiry was to gather information that would allow me to have data/information to analyze and formulate goals and a plan for my work in my new role. I also wanted to begin building relationships with administrators and begin creating an environment of communication and collaboration. It is my belief that meeting in person and having a one-on-one discussion instead of surveys and emails would be the most effective way to start my working relationship with the 21 administrators and feel a sense of regulating myself through the process.

My Wondering (Slide 5)

With this purpose, we wondered . . . By visiting each administrator individually, will I be able to build relationships and productively gather information to formulate a plan for areas of “Growth”.

My Actions (Slide ?)

In this step, begin by outlining how you gained insights into your wondering. Then, share what you did to conduct this AR cycle.

In this section, provide the following:

- An articulation of any change/intervention/innovation/procedures you introduced

An excellent way to think about creating these segments is chronological – what did you do first, second, third, etc. You should include such things as the timing and amount of each detail you share.

Data Collection (Slide 6, 7, and 8)

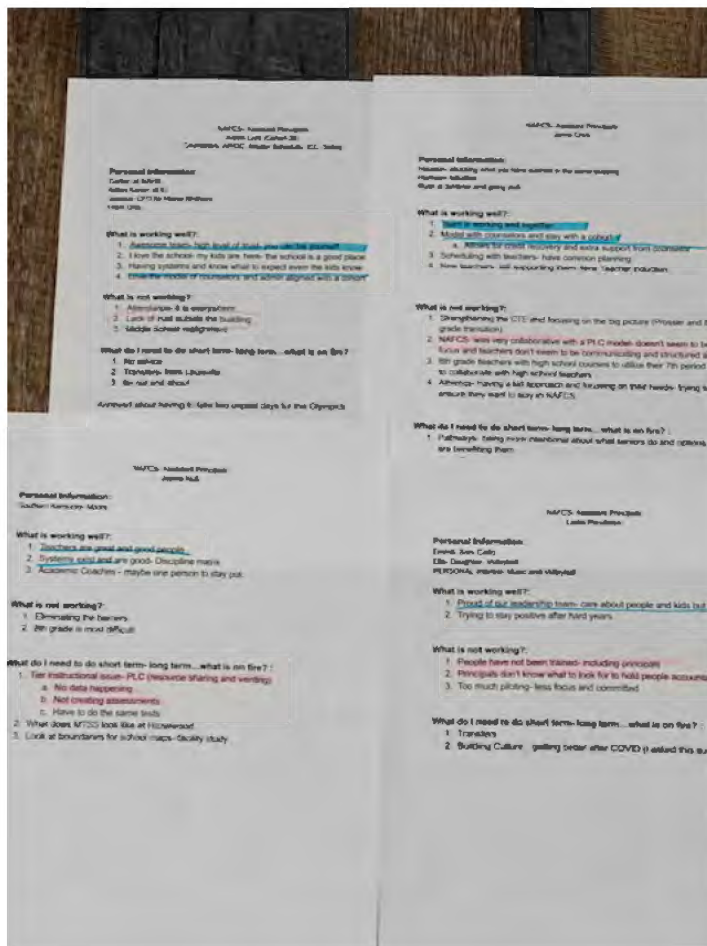
I created a form with 40 questions that I shared with principals before my first visit with each of them. I explained to each principal that I wanted two or three hours with each of

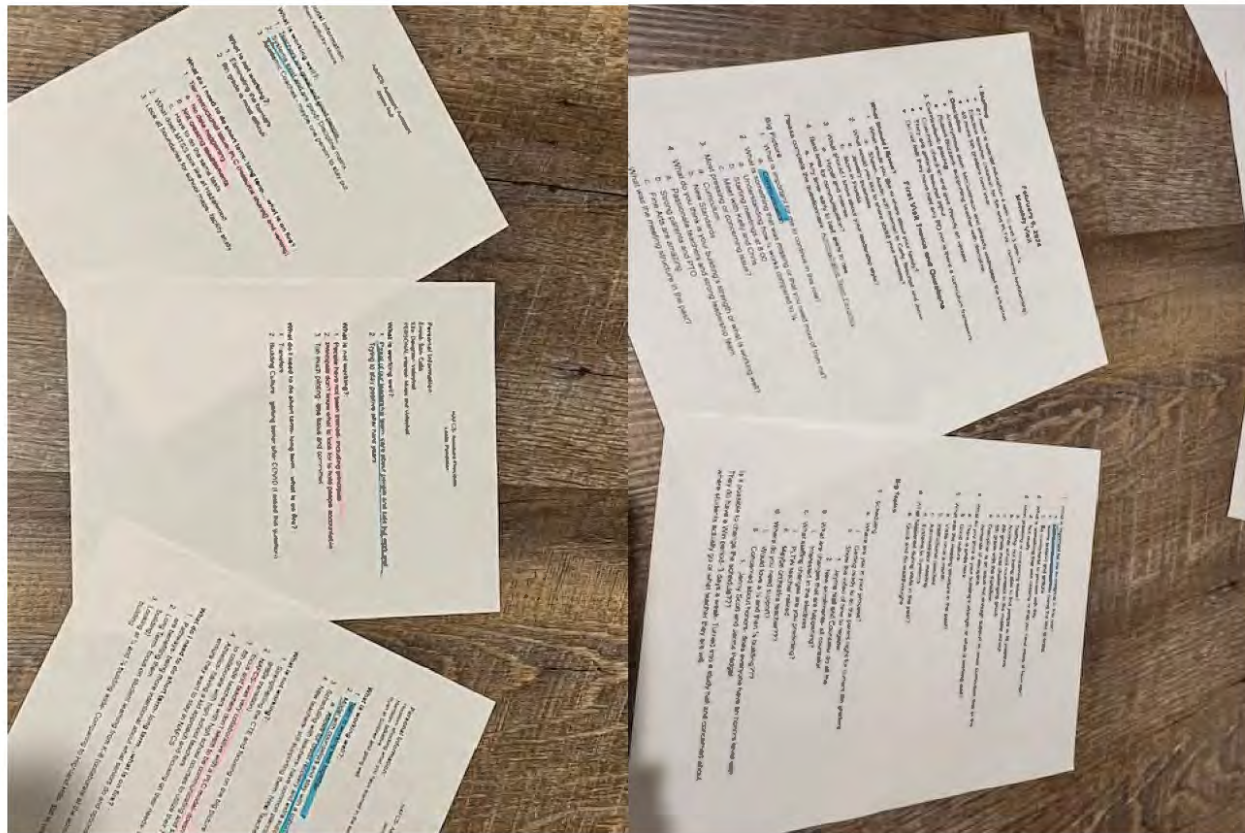
them and shared the questions that I would use for our discussion. The questions started personal in an attempt to get to know them as a person. I asked questions about their leadership style, team, building needs, curriculum, discipline, and asked what they needed from me long term and short term.

The form that I created for assistant principals was much shorter and only had four big idea questions on it. I asked for an hour of their time and elaborated on how they answered their questions. I asked what they wanted to share about themselves first, then followed with the following questions: “What is working and going well? What is not working or not going well? What do I need to do short term, long term, and what is on fire?”

I then printed the notes that I typed when meeting with each administrator and looked for patterns, commonalities, and what may be a building specific concern or celebration. It then led to conversations with my curriculum director and will be a consistent source of data as I think about professional development and where to begin our curriculum focus.

My Data (Slides 6, 7, 8)





My Discoveries (Slide 9)

- Learning Statement One:
 - It is going to take time and consistency for me to build trust. Communication and clear expectations seem to be lacking. I will need to ensure that I follow through and be present in the buildings.

One of the most common words used throughout the meetings with principals was “communication”. Many spoke of my predecessor and the lack of clear direction, specific answers to questions, and follow through. From both principals and assistant principals, there was a pattern of words like “trust, team, support, and collaboration” when referring to their building level administrator team. It was evident that within the buildings they believed their teams worked well, but that did not carry over to the previous individuals that I replaced. It was clear that I will need to continue to be present, ensure I follow through on what I say, and remain consistent. I know that I will need to have a clear vision and communicate it well along with the daily questions that will arise.

- Learning Statement Two:
 - There are many systems in place, but there is a lack of consistency and professional development. I will need to develop professional development to reteach teachers and have a strong new teacher program.

My new position is to support the administrators with any issue and leadership, but it is also to be a curriculum leader. When I asked about curriculum the lack of consistent answers was my data. There were no common terms nor any reference to the framework shared with me at the district level. I also visited each building after my visit to observe their faculty meetings. There was no

professional development or structure shared with their teachers. While some principals did attempt to focus on an activity or go beyond simple announcements, their meetings reflected their answers: no consistency in their curriculum focus.

- Learning Statement Three:
 - It will be important to develop routines and patterns for me to accomplish any growth and gain any trust. I currently feel unorganized and not myself, but I have to accept that comes with change and set short term goals before I can accomplish the long-term goals.

What was common in the data and conversations that I had with principals at the middle school level was the lack of presence in the buildings. It was stated among many of the administrators that my predecessor of middle school did “not visit the buildings, avoided clear answers and direction, and did not provide professional development.” I am aware that often personality conflicts happen and with time any person in the same position can be forced to make hard decisions that are not popular within a corporation. However, there was a consistent message on the need to recommit to a plan, I better follow through with what I say, and I will need to lead through actions- not words.

Where I Am Heading Next (Slide 10)

I plan to work with my newly hired curriculum director to accomplish the following steps:

1. Create a schedule for visits and meetings.
 - a. I need to find a way to utilize my time and create a schedule that allows me to be present in buildings and continue to build trust and model collaboration.
 - b. The schedule must find a balance of collaboration and professional development without removing principals from their building too often.
 - c. The schedule must also balance what assistant principals attend to not waste their time, but also ensure that they are included and feel that they are part of the curriculum focus as well.
2. Utilize the information gained from my data, observations, and Curriculum Study to update the existing curriculum framework, vertically align curriculum K-12, and ensure teachers and administrators are prepared for the legislative changes regarding the ILearn Checkpoints, standards, CTE pathways, and updated graduation requirements.
3. Create a clear vision that also includes a top ten list. (Rhonda Roos)
4. Form a plan for professional development to support the vision and curriculum framework and re-enforce the expectations from the vision.
5. Create a new teacher orientation program that onboards new teachers and attempts to prevent burn-out.

Bibliography (Slide 11)

Kahler, T. & Donlan, R. (2023). Process Communication Model. Leadership Profile, 1-26.



STEPPING FORWARD INTO GROWTH

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“In any given moment we have two options: to step forward into growth or step back into safety.”

ABRAHAM MASLOW





NEW POSITION

- Moved Corporations
- Moved into a Central Office role
- Made the change in the middle of the year
- Was told **“We are moving forward”**

PCM

PROCESS COMMUNICATION MODEL

BASE: THINKER

PHASE: HARMONIZER



I need to analyze and process information first– then organize and make a plan.



Then I need to work with others to collaborate and make the plan stronger. This is how I recharge.

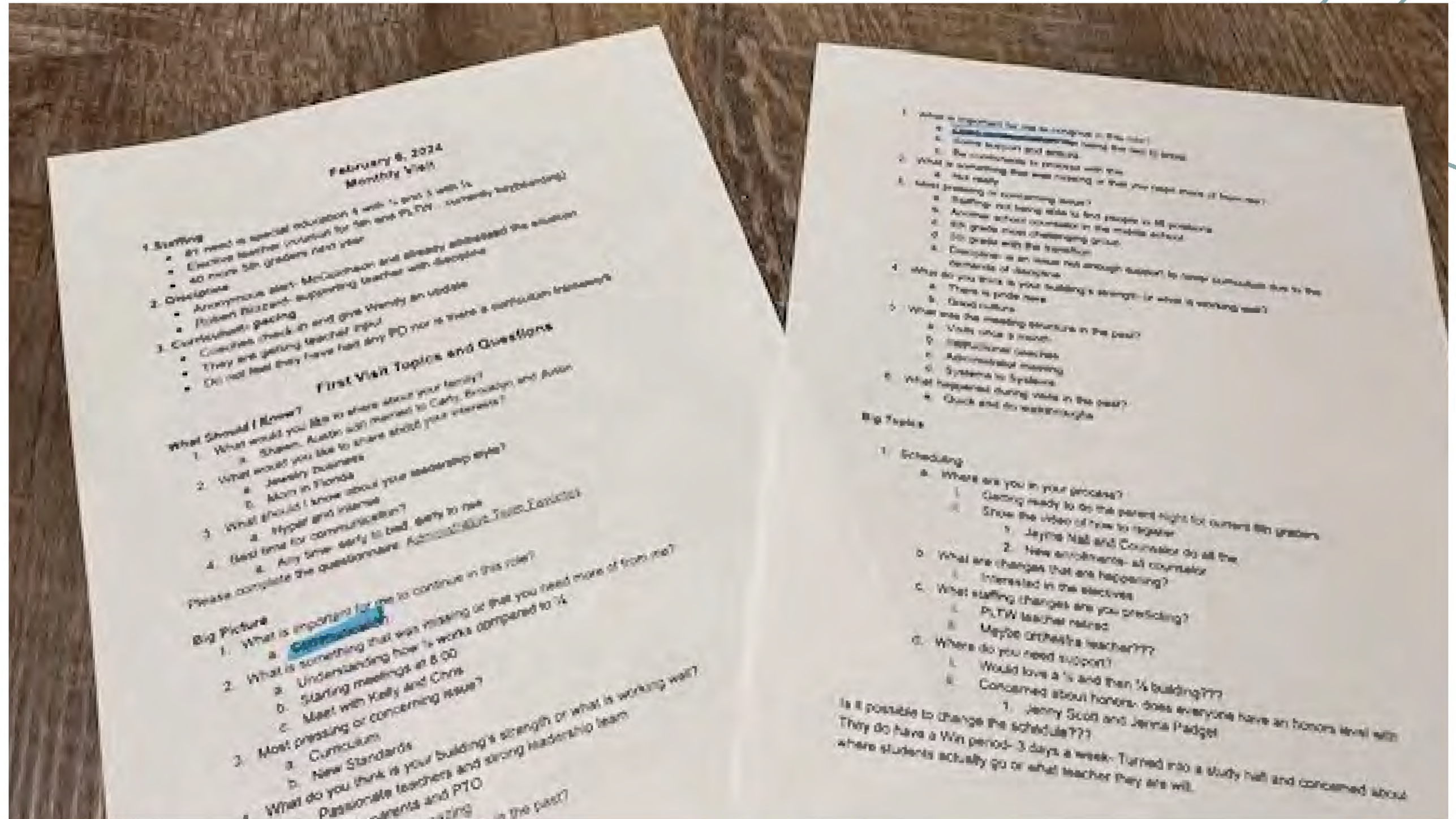


I Wonder If...

**BY VISITING EACH ADMINSTRATOR
INDIVIDUALLY, WILL I BE ABLE TO BUILD
REALATIONSHIPS AND PRODUCTIVELY
GATHER INFORMATION TO FORMULATE
A PLAN FOR
AREAS OF GROWTH?**

DATA COLLECTION

Principals



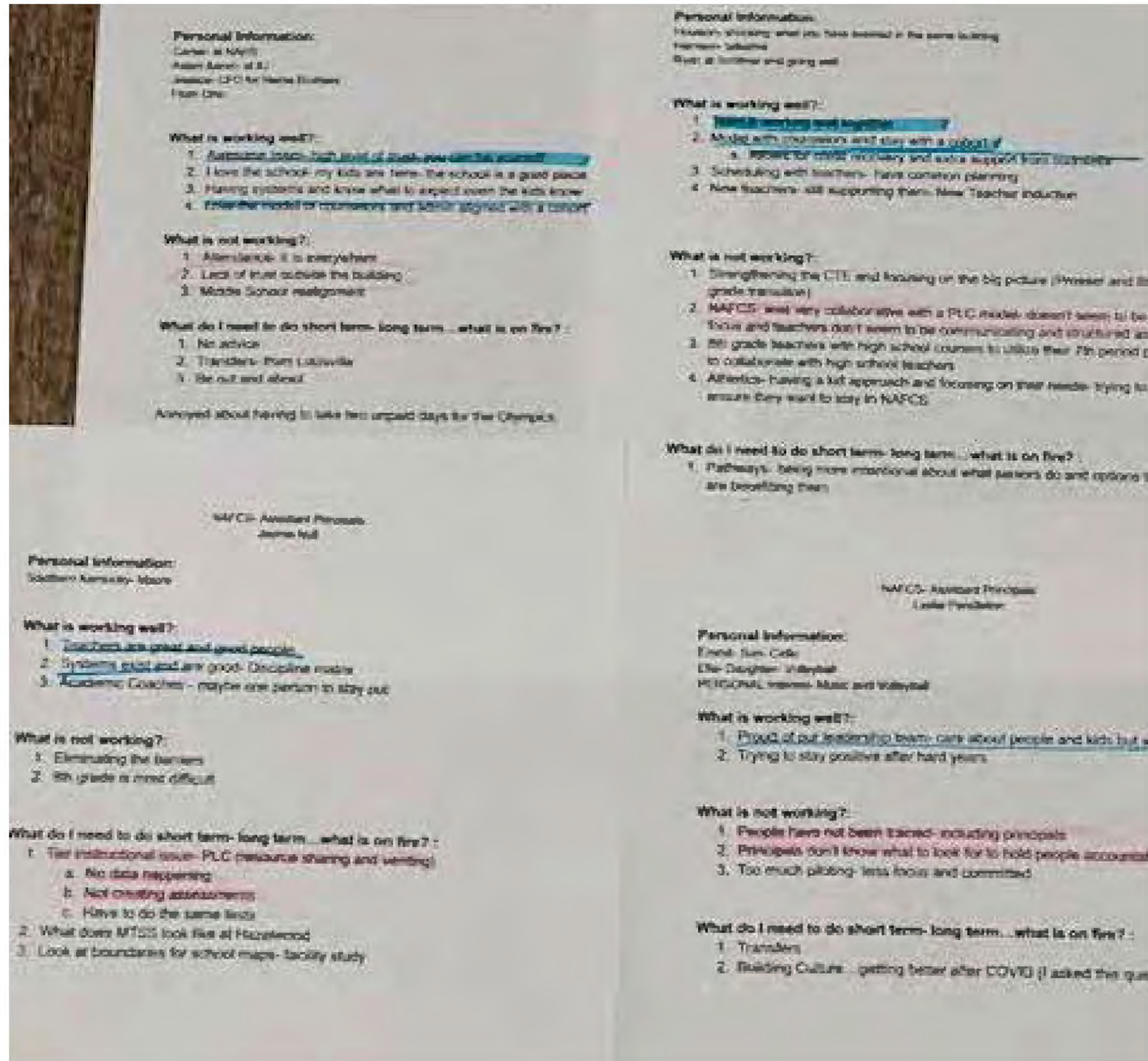
01 - COMMUNICATION AND TRUST

02 - POSITIVITES FOR THIER BUILDING

03 - INCONSISTENT ON STURCUTRE & PD

DATA COLLECTION

Assistant Principals in the same building



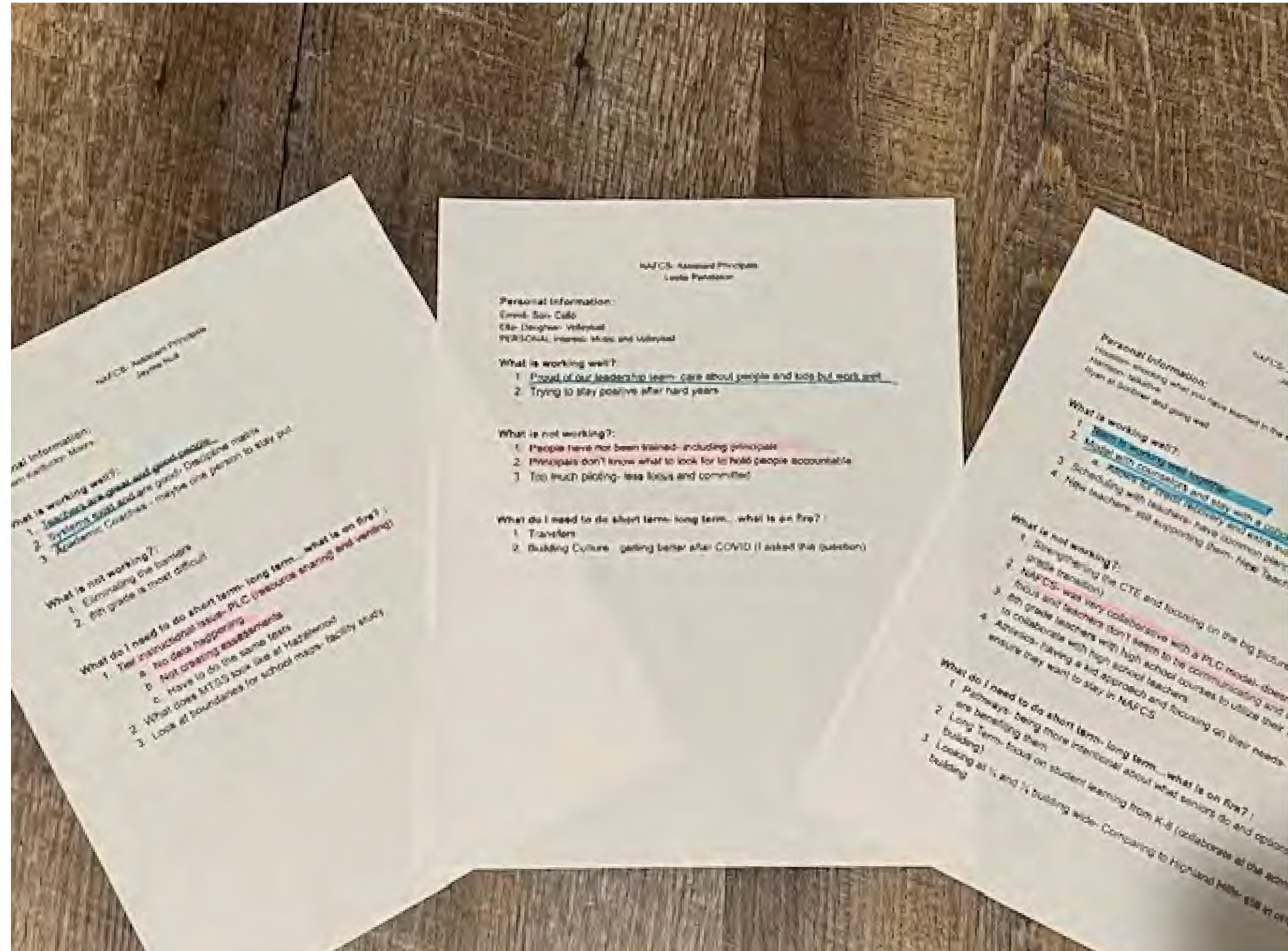
01 - COMMON LANGUAGE

02 - POSITIVES FOR THEIR TEAMS

03 - SIMILAR IDEAS FOR GROWTH

DATA COLLECTION

Assistant Principals across the district



01 - TRUST AT THE BUILDING LEVEL

02 - SIMILAR CONCERNS

03 - SIMILAR IDEAS FOR GROWTH

My Discoveries

01 - LEARNING STATEMENT

It is going to take time and consistency for me to build trust. **Communication** and **clear expectations** seems to be lacking. I will need to ensure that I **follow through** and be **present** in the buildings.

02 - LEARNING STATEMENT

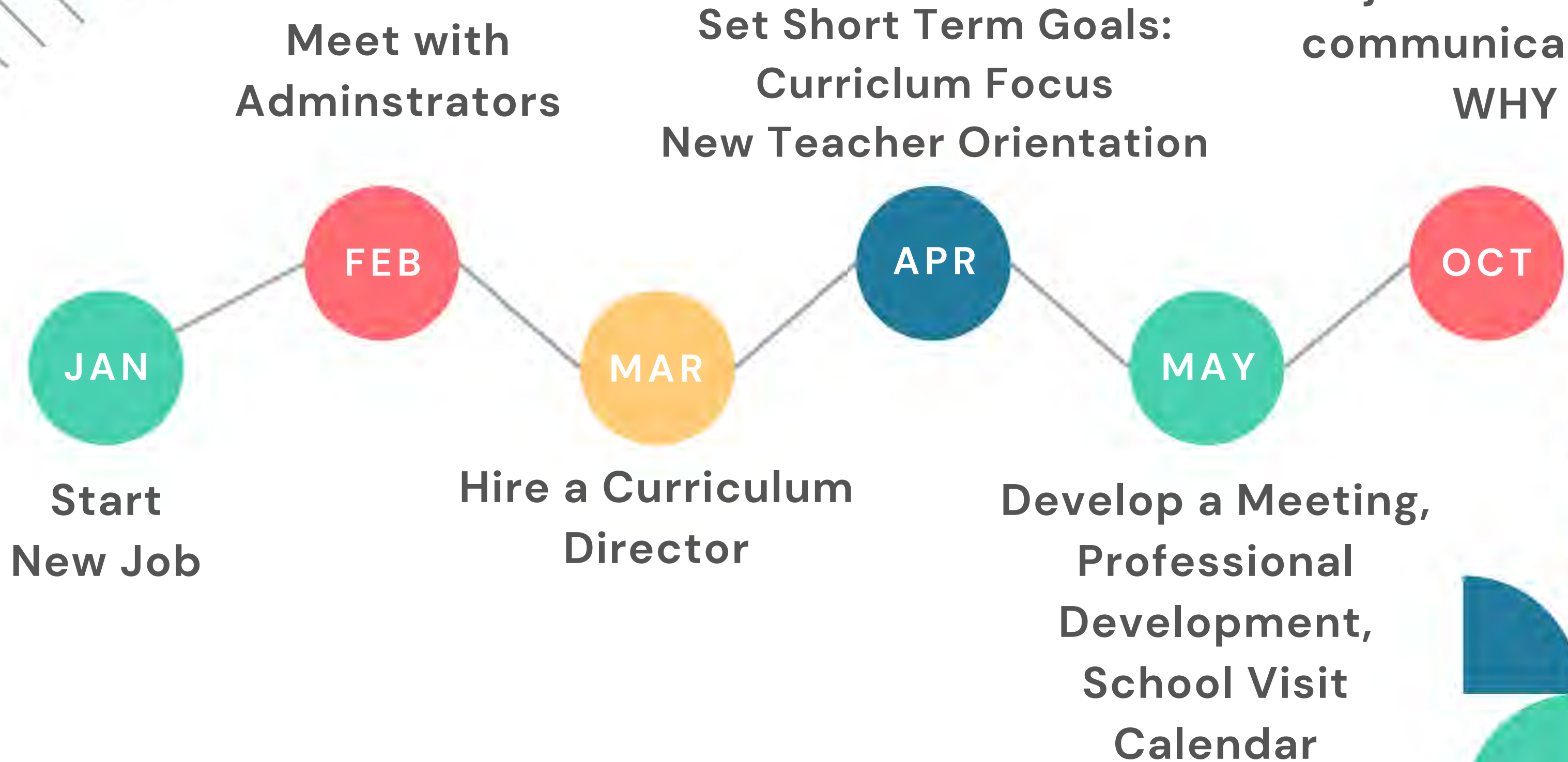
There are many systems in place, but there is a lack of **consistency** and **professional development**. I will need to develop professional development to **reteach teachers** and have a strong **new teacher program**.

03 - LEARNING STATEMENT

It will be important to develop **routines** and patterns for me to accomplish any growth and gain any trust. I currently feel **unorganized** and not myself, but I have to accept that comes with change and set **short term goals** before I can accomplish the long term goals.

WHAT IS NEXT?

Reevaluate after the first quarter, make adjustments, and communicate The WHY





BIBLIOGRAPHY

Kahler, T. & Donlan, R. (2023). Process Communication Model.

Leadership Profile, 1-26.



THANK YOU

Any Questions?