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IPLI Cohort 7

May 26, 2020

Action Research Project: *Teachers and Administrators: Leading Together*

In 2018 teachers at Sullivan Elementary School were surveyed regarding their relationship with building administrators and overall attitudes impacting school climate. Several teachers reported feeling that they were not heard by administrators and that they did not enjoy their job. These results led me to wonder how I could improve teacher/administrator relationships and the overall climate of the school. Therefore, the purpose of my action inquiry was to improve relationships between teachers and administrators, by fostering trust, increasing communication, providing opportunities for professional growth and leadership. With this purpose, I wondered would providing teachers with the opportunity to work alongside administrators for a school day improve relationships, foster trust, increase communication and mutual respect for each other where ideas are freely shared.

Teachers were asked to participate in an Action Research project where they would have the opportunity to "shadow" me for a day. Mr. Stitzle (superintendent) was supportive and allowed teachers to use professional leave for the experience. 17 teachers volunteered to participate. Teachers were asked to complete a pre and post-survey regarding the experience. Teachers spent the day with me and participated in a variety of activities such as case conferences, parent meetings, teacher meetings, student discipline student supervision, safety drills, etc.

Prior to the shadowing experience teachers were surveyed. Overall, teachers anticipated administrators would spend 28% of their day handling student discipline. Many teachers reported being excited, nervous and curious about shadowing the administrator. Many teachers wanted an opportunity to observe other classrooms as well as gain more insight into the roles and responsibilities of administrators. [Action Research Pre-Survey Data](#)).

After the shadowing experience teachers were surveyed. Overall, teachers reported the administrator spent 39% of my time handling discipline during their day with me. All teachers reported they would participate in shadowing administrators again. Nearly all teachers reported being happy about their experience shadowing the administrator. The most frequent concern that teachers would address as a principal was student behavior and special education student needs. (To see more detailed data with teacher open-ended responses click on the following link: [Action Research Post Survey Data](#)).

As a result of this research, I hope to be able to gain more insight into my teacher's expectations for the building principal and/or preconceived notions from this process. I hope to use that insight to help focus my energy and work more efficiently and effectively to meet the needs of my staff and students. I hope to improve rapport and trust between teachers and administrators by continuing to provide opportunities to shadow or act as the principal designee in certain situations. I plan to use this experience as a way to improve communication between teachers and administrators. I plan to use my discoveries when choosing teacher leaders throughout the building.

# Principals and Teachers

*Leading Together*

Sullivan Elementary School

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## Background Leading to this Inquiry

- In 2018 teachers at Sullivan Elementary School were surveyed regarding their relationship with building administrators and overall attitudes impacting school climate.
- Several teachers reported feeling that they were not heard by administrators and that they did not enjoy their job.
- These results led me to wonder how I could improve teacher/administrator relationships and the overall climate of the school.





## Purpose of This Inquiry

- Therefore, the purpose of my action inquiry was to improve relationships between teachers and administrators, by fostering trust, increasing communication, providing opportunities for professional growth and leadership.





# My Wondering

- With this purpose, I wondered would providing teachers with the opportunity to work alongside administrators for a school day improve relationships, foster trust, increase communication and mutual respect for each other where ideas are freely shared.





# My Actions

- Teachers were asked to participate in an Action Research project where they would have the opportunity to "shadow" me for a day. Mr. Stitzle (superintendent) was supportive and allowed teachers to use professional leave for the experience.
- 17 teachers volunteered to participate.
- Teachers were asked to complete a pre and post survey regarding the experience.
- Teachers spent the day with me and participated in a variety of activities such as case conferences, parent meetings, teacher meetings, student discipline student supervision, safety drills, etc.





# Data Collection (Pre -Survey) and Discoveries

## Action Research Pre-Survey Data

- Teachers anticipated administrators would spend 28% of their day handling student discipline
- Many teachers reported being excited, nervous and curious about shadowing the administrator.
- Many teachers wanted an opportunity to observe other classrooms as well as gain more insight into the roles and responsibilities of administrators.



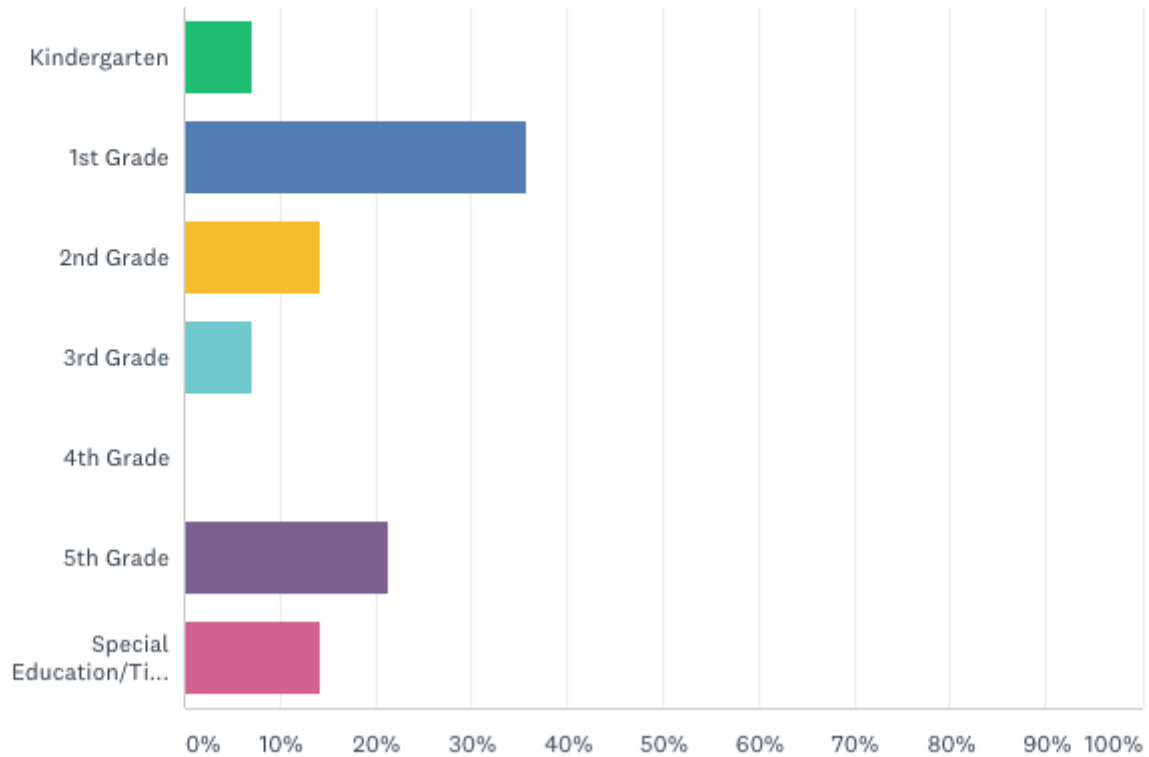




# My Data

## Grade Level

Answered: 14 Skipped: 0



# My Data

Action Research Pre-Survey (IPLI)

Q6 A principal's duties include the following. Please choose a percentage for the amount of time principals spend on each. Total percentage should add up to 100%.

Answered: 14 Skipped: 0

	0% (1)	5% (2)	10% (3)	15% (4)	20% (5)	25% (6)	30% (7)	40% (8)	50% (9)	60% (10)	70% (11)	75% (12)	TOTAL
Student discipline	0.0% 0	0.0% 0	7.7% 1	30.8% 4	0.0% 0	7.7% 1	23.1% 3	15.4% 2	15.4% 2	0.0% 0	0.0% 0	0.0% 0	13
Parent conferences (i.e. parent meetings, case conferences, etc)	0.0% 0	21.4% 3	42.9% 6	7.1% 1	21.4% 3	7.1% 1	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	14
Student supervision (lunch, recess, etc)	7.1% 1	85.7% 12	7.1% 1	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	14
Teacher observations (formal and informal)/evaluations	0.0% 0	35.7% 5	42.9% 6	14.3% 2	0.0% 0	7.1% 1	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	14
Building/Maintenance	7.1% 1	92.9% 13	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	14
Training/Continued Ed/Admin meetings	0.0% 0	42.9% 6	42.9% 6	7.1% 1	7.1% 1	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	14
Scheduling	0.0% 0	42.9% 6	50.0% 7	0.0% 0	7.1% 1	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	14
Curriculum/Standardized Testing	0.0% 0	28.6% 4	50.0% 7	14.3% 2	7.1% 1	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	14
Teacher Meetings (staff meetings, grade level meetings, PBIS, SIP, etc)	0.0% 0	28.6% 4	50.0% 7	7.1% 1	14.3% 2	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	14
Extracurricular Activities (games, family nights, board meetings, etc)	0.0% 0	42.9% 6	28.6% 4	21.4% 3	7.1% 1	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	14

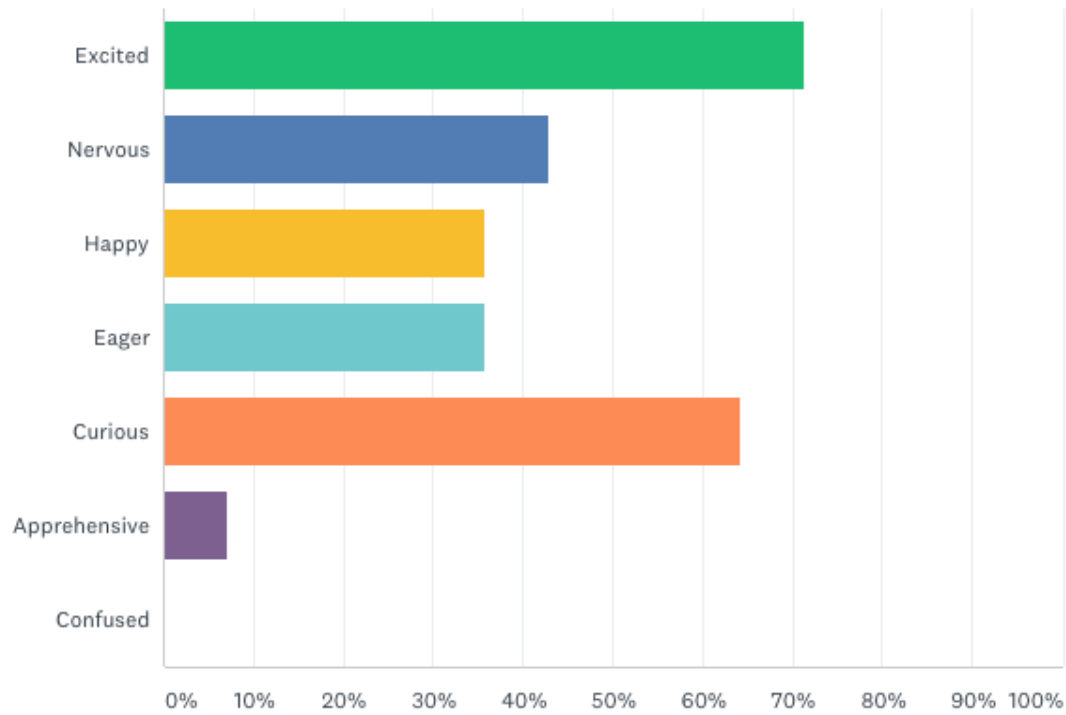




# My Data

Which emotion/s describe how you feel about participating in this project?  
Choose all that apply.

Answered: 14 Skipped: 0





# Data Collection (Post -Survey) and Discoveries

## Action Research Post Survey Data

- Teachers reported the administrator spent 39% of my time handling discipline during their day with me.
- All teachers reported they would participate in shadowing administrators again.
- Nearly all teachers reported being happy about their experience shadowing the administrator.
- The most frequent concern that teachers would address as a principal was student behavior and special education student needs.

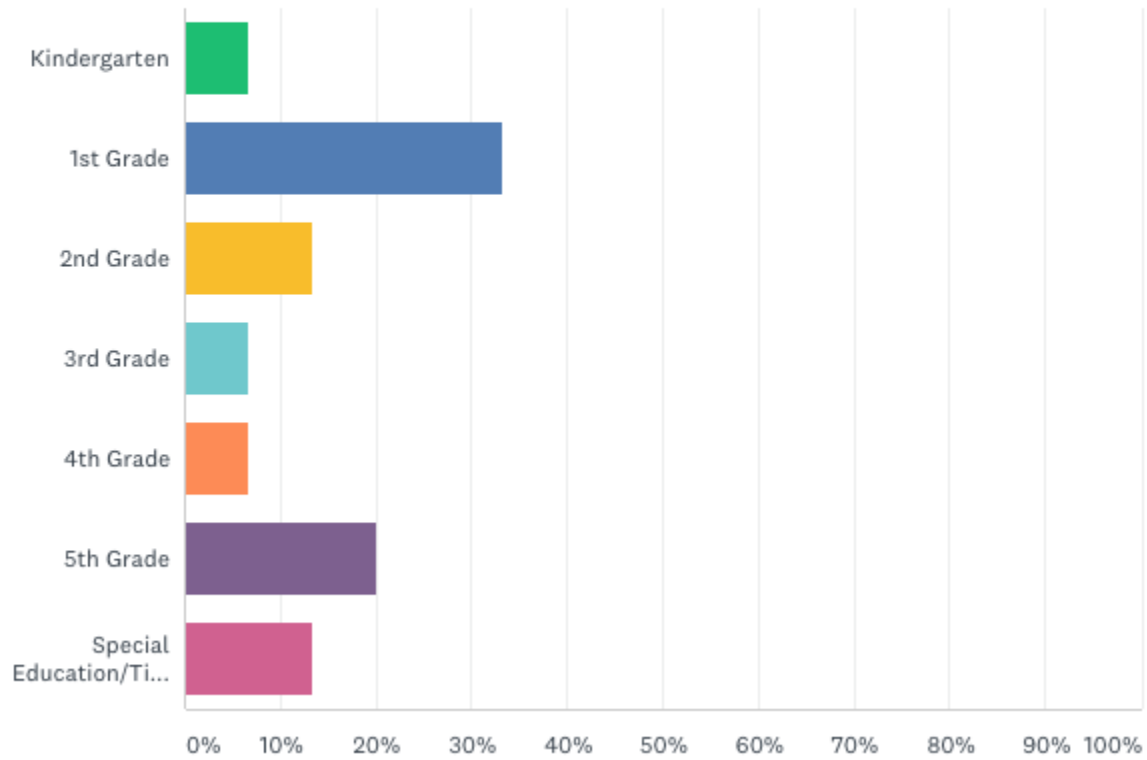




# My Data

## Grade Level

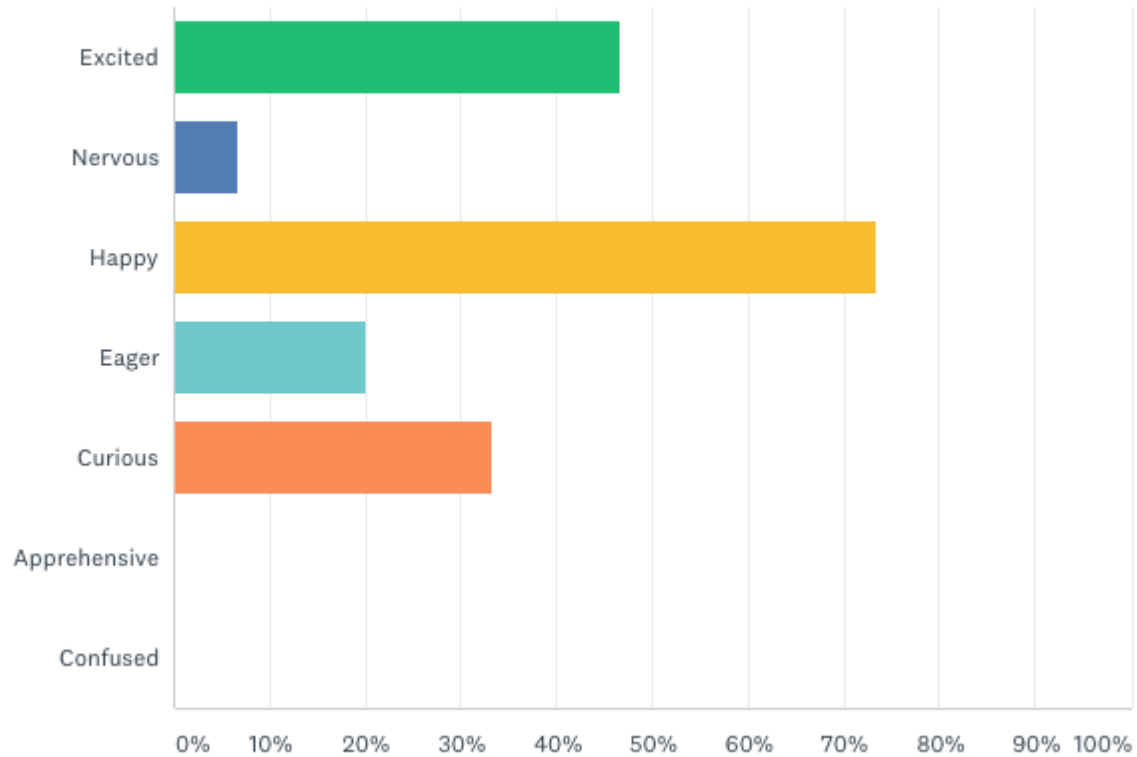
Answered: 15 Skipped: 0



# My Data

Which emotion/s describe how you felt after participating in this project?

Answered: 15 Skipped: 0



# My Data

Action Research Post-Survey (IPLI)

Q6 Now that you have spent the day with Mrs. Phegley, please choose a percentage for the amount of time principals spend on each. Total percentage should add up to 100%.

Answered: 15 Skipped: 0

	0% (1)	5% (2)	10% (3)	15% (4)	20% (5)	25% (6)	30% (7)	40% (8)	50% (9)	60% (10)	70% (11)	75% (12)	TOTAL
Student discipline	0.0% 0	0.0% 0	0.0% 0	6.7% 1	13.3% 2	13.3% 2	6.7% 1	20.0% 3	33.3% 5	0.0% 0	0.0% 0	6.7% 1	15
Parent conferences (i.e. parent meetings, case conferences, etc)	0.0% 0	20.0% 3	53.3% 8	13.3% 2	13.3% 2	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	15
Student supervision (lunch, recess, etc)	20.0% 3	60.0% 9	20.0% 3	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	15
Teacher observations (formal and informal)/evaluations	6.7% 1	60.0% 9	26.7% 4	0.0% 0	6.7% 1	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	15
Building/Maintenance	21.4% 3	71.4% 10	7.1% 1	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	14
Training/Continued Ed/Admin meetings	0.0% 0	73.3% 11	26.7% 4	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	15
Scheduling	6.7% 1	40.0% 6	46.7% 7	0.0% 0	6.7% 1	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	15
Curriculum/Standardized Testing	0.0% 0	53.3% 8	40.0% 6	0.0% 0	0.0% 0	6.7% 1	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	15
Teacher Meetings (staff meetings, grade level meetings, PBIS, SIP, etc)	0.0% 0	60.0% 9	40.0% 6	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	15
Extracurricular Activities (games, family nights, board meetings, etc)	6.7% 1	60.0% 9	26.7% 4	6.7% 1	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	15





# Where Am I Heading Next

- I hope to be able to gain more insight into my teacher's expectations for the building principal and/or preconceived notions from this process.
- I hope to use that insight to help focus my energy and work more efficiently and effectively to meet the needs of my staff and students.
- I hope to improve rapport and trust between teachers and administrators by continuing to provide opportunities to shadow or act as the principal designee in certain situations.
- I plan to use this experience as a way to improve communication between teachers and administrators.
- I plan to use my discoveries when choosing teacher leaders throughout the building.





The End 😊

**THANK YOU!**

