

Minding My Mood

Joseph Hess Elementary

Katie Pieta

klpieta@hammond.k12.in.us

Background Leading to this Inquiry

It's difficult being a new principal. Sometimes everything feels like an emergency, especially when staff contact you at all hours of the day and night. It feels like you can never step away from the stress.

Purpose of This Inquiry

The purpose of this inquiry is to pinpoint triggers that increase my stress level. If I can identify the triggers, then hopefully I can also diminish my daily stress and feel more successful in my leadership role.

My Wondering

With this purpose, I wondered...

- Will debriefing with my office staff each day minimize the after work texts and phone calls?
- Will creating boundaries improve my mood and overall outlook on my position as principal?

My Actions

- I. Set boundaries on calls and texts
- II. Set daily times to frontload and debrief with my office staff
- III. Use a mood meter to track my feelings for the day and any contributing factors
- IV. Analyze the data for trends contributing to stress


Data Collection

I used a Google Form to track my data daily.

Principal Mood Meter

IPLI Project

Date *

Month, day, year 

How are you feeling after today? On a scale of 1-10. *

1 2 3 4 5 6 7 8 9 10

Terrible Excellent

Any Contributing Factors? *

Long answer text

Did you start your day with an office debriefing? *

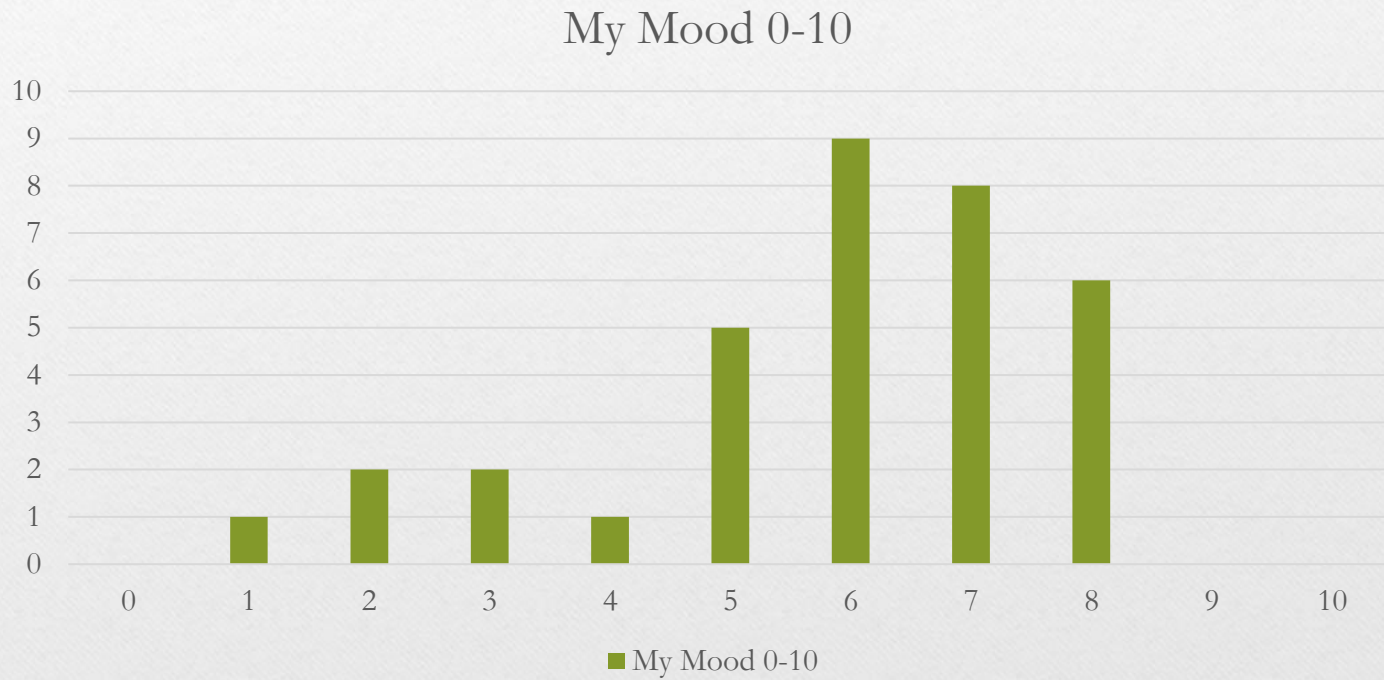
Yes

No

Google Chrome Version 100.0.4896.75

Microsoft Windows 10 Education 64-bit Build 6.2.9200

My Data



My Data

Days w/o staff debriefing: 7

Of those days w/o a staff debriefing: 4 of them resulted in a score of 5 or lower on the mood meter

Of those days w/o a staff debriefing: 6 of them resulted in calls or texts outside of set boundary hours

My Discoveries

Sometimes it feels like I'm having more bad days than good. However, after reviewing my data I can see that is not the case. Intentionally meeting and debriefing with my office staff significantly decreases my stress. It also results in less calls and texts outside of school hours.

Where Am I Heading Next

- Continue to uphold boundaries for calling/texting
- Make it a priority to meet and debrief with my office staff
- Be mindful of the triggers of stress in order to avoid mental fatigue



Minding My Mood

Principal Name: K. Pieta

School Name: Joseph Hess Elementary

Principal's Email Contact: klpieta@hammond.k12.in.us

Background Leading to My Inquiry (Slide 2)

Outline what led you to this particular inquiry. Include the following:

- It's difficult being a new principal. Everything seems like an emergency, especially when staff contact you at all hours.
- Never getting away from work is leading to an increase in stress.

The Purpose of My Inquiry (Slide 3)

Therefore, the purpose of my action inquiry was to pinpoint triggers that increase my stress level.

My Wondering (Slide 4)

With this purpose, I wondered . . .

- Will debriefing with my office staff each day minimize the after-work texts and phone calls?
- Will creating boundaries improve my mood and overall outlook on my position as a principal?

My Actions (Slide 5)

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

In this section, provide the following:

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

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

1. Set boundaries on calls and texts
2. Set daily times to frontload and debrief with my office staff
3. Use a mood meter to track my feelings for the day and any contributing factors
4. Analyze the data for trends contributing to stress

Data Collection (Slide 6)

Share the ways you collected data to better understand what was implemented.

- Google Form

My Data (Slides 7)

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 present quantitative data in at least two kinds of graphs organized in different ways to help you explain different aspects of your learning.

- Bar graph showing the results of my data collection

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

- Journaling section on form

My Discoveries (Slide 8)

In this step, summarize your learning in two - three succinct statements that illustrate the most important and critical facets of what you learned:

- Learning Statement One: It sometimes feels that I'm having more bad days than good, but the data shows otherwise.
- Learning Statement Two: Intentionally meeting and debriefing with my office staff significantly decreases my stress.
- Learning Statement Three: Being intentional and setting boundaries leads to less calls and texts outside of school hours.

Next, restate each learning statement and explain it. The explanation of your learning statement should refer to your data and you should include actual data within the explanation.

Where I Am Heading Next (Slide 10)

In this step, reflect on your action research journey as a whole that accomplish the following:

- General reflection on the specific action research cycle just completed (Some Questions to Consider: What have you learned about your school? What have you learned about your teachers? What are the implications of what you have learned for your work?)

- Generation of Directions for The Future (Some Questions to Consider: What changes will you make or have made in your practice? What new wonderings do you have?)

As you present your concluding thoughts, once again consider weaving a reference or two into your conclusions to connect your conclusions to the field of administration at large.

Where am I heading next?

- Continue to uphold boundaries for calling/texting
- Make it a priority to meet and debrief with my office staff
- Be mindful of the triggers of stress in order to avoid mental fatigue

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

Pieta, K. (2022). Minding my mood. Presented at the annual Indiana Principal Leadership Institute Action Research Showcase, Indianapolis, IN.