

# Indiana Principal Leadership Institute

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Cohort #4  
Action Research  
Showcase

April 11, 2017

# Action Research Showcase

*Imagine that you notice a large pond that is stagnant and that you are enticed to create some type of movement or change in the water. As you near the edge, you notice the pond is surrounded by numerous stones. You reach down, pick up a stone, and toss it as far out into the center of the pond as your strength allows. While lying beside the pond, the stone had no impact on the water, but once tossed in, it disturbs not only the stillness of the water where it lands, but also emanates ripples from its landing place that eventually reach the perimeter of the pond.*

*An unshared inquiry is like the stone lying beside the pond. Unless that inquiry is tossed into the professional conversation that contributes to the knowledge base for teaching and administration, it has little chance of creating change. However, once tossed in, it disturbs the status quo of educational practices, creating a ripple effect that begins with the principal himself and his immediate vicinity (the teachers and students in the building) and emanates out to a district and a state, eventually reaching and contributing to a transformation at the perimeter of practice — in the education profession itself!*

Dr. Nancy Dana

(*Leading with Passion and Knowledge*, 2009, p. 135-136)

## Schedule

<u>Time</u>	<u>Event</u>	<u>Table Selected</u>
9:15 a.m.—9:45 a.m.	Session 1	
9:50 am—10:20 am	Session 2	
10:20 am –10:35 am	Break	
10:35 am—11:05 am	Session 3	
11:10 am	Showcase of Schools Celebration	



*A Special Thank You to...*

*Dr. Nancy Dana*

*Thank you for leading us through  
our inquiry journey!!*

**Table 1****John Pearl, Facilitator****∞The ABC's of Critical Conversations: Helping Your Team Be Better Not Bitter**

**Sherri Cripe**, Morocco Elementary  
sripe@nn.k12.in.us

In the ever-changing landscape of education, it is important for us as educational leaders to keep abreast of these changes and inform our teachers, staff, and parents. At the heart of being an educational leader is the desire to help our team of teachers, staff, students, and parents grow. However, change is often difficult. In the words of John Maxwell, "Change is Inevitable. Growth is Optional." In trying to grow my team and continue to move forward, I often have to have critical conversations. These conversations are sometimes very difficult. I am such a positive person by nature and being in a new building where I am trying to establish relationships with my team of teachers, students, and parents, I want to have these conversations without injuring new relationships. How can I have these critical conversations with my team -- making them better not bitter?

**∞Difficult Conversations... Should Be Difficult for the Right Person!**

**Veronica Eskew**, East Chicago Urban Enterprise Academy  
veronica.eskew@leonagroup.com

Have you ever found yourself dreading a conversation in which you have to deliver uncomfortable information? Although it may be a challenge to find the right words, make sure that the accountability falls on the right person and communicate appropriately. Avoidance or a resistance to hold the person accountable could do more harm than good.

**Table 2****Mike Pinto, Facilitator****∞It's A Balancing Act: One Principal's Journey to Achieve Work/Life Balance**

**Tammy Tickfer**, Lafayette Park Elementary  
International School  
ttickfer@kokomo.k12.in.us

Being a principal is a stressful job -- no doubt about it! My concern with finding time in the day to get it all done led me to wonder if I was more intentional with my schedule, would that help achieve a better work/life balance? In this presentation, I share strategies that have relieved some of the stress and given me a better sense of balance in my life.

**∞Be Present and Focused: Designating Time for Family and Work Responsibilities**

**Lance Schnaus**, Grassy Creek Elementary  
lschnaus@warren.k12.in.us

As a building principal, we wear many hats, and thus all too often it is challenging to focus on one task at a time. I even noticed this carrying over into my home life where I was checking email or working on my laptop at the same time as trying to spend quality time with my wife and children. This action research project looks at the effects of designating time for certain tasks and whether or not it allows me to be more present and focused in the current situation (family/work).

**Table 3**

**Jane Rogers, Facilitator**

*∞It Takes a Village: The Impact of Distributive Leadership on Climate and Culture*

**Glen Hopkins**, Stinesville Elementary School  
ghopkins@rbbschools.net

As a leader, it is easy, and detrimental at times, to have too many irons in the fire. Delegation, trust, and empowerment are essential to building a system of learners. What would be the impact of distributive leadership on the climate and culture of Stinesville Elementary School?

*∞Get the Monkey off My Back!*

**Carol Starlin**, Hose Elementary  
cstarlin@cville.k12.in.us

In August, I started the school year with a new office staff. I know the importance of being a strong instructional leader in order to see growth in staff and students. I was looking for a way to track delegated tasks to help me with personal growth and to build teacher-leaders. My goal is to move from business manager, with many monkeys on my back, to an instructional leader who protects lead teachers.

**Table 4**

**Bobbie jo Monahan, Facilitator**

*∞Breaking the Electronic Leash*

**Bobby Thompson**, Triton Central Middle School  
bthompson@nwshelbyschools.org

I wanted to look at the effects of my personal and professional life if I limited the amount of social media, email, text messages, and phone calls I took after school hours. The results were surprising!

*∞The Best Time For New Beginnings Is Now*

**Holly Herrera**, Central Middle School  
hherrera@kokomoschools.com

Balance is not better time management, but better boundary management. Balance means making choices and enjoying those choices. My concern with work and home life balance led me to look at how I set boundaries for myself and balance my life.

**Table 5**

**Lynn Simmers, Facilitator**

*∞Do You Have a Minute?*

**Darcie Goodin**, New Washington Elementary  
dgoodin@gccschools.com

How many times do you hear this in a day? At work? At home? To help create more minutes in my day, both at work and at home, I developed professional development teams. These teams worked together to help deliver PD throughout the school year. I collected data and reflected on my findings to determine if this allotted more minutes to my day and allowed me a better home/work balance.

*∞In the Rat Race We Call Life, Remember to Find the Joy*

**Jeff Murphy**, Thompson Crossing Elementary School  
jeff.murphy@ftcsc.k12.in.us

Through the conscientious effort to improve one's physical and emotional well-being, I was motivated to remind myself of the joys in my life. Would I see the connection to my overall professional and personal happiness? Using a simple 3-step process, I trained myself to focus on finding the positive in an all-too common world of stress and packing my days as full as possible.

**Table 6**

**Paul White, Facilitator**

*∞Checking My Blind Spots*

**Jason Cary**, Peru High School  
jcary@peru.k12.in.us

What started out as a wondering about my leadership style turned into a look at some of my blind spots. One little change made a big difference to my staff.

*∞Cleaning Up My Act (For Improved Effectiveness and Efficiency)*

**Rick Davis**, Western High School  
rdavis@western.k12.in.us

Could the chaos of my messy office be limiting my effectiveness and efficiency as a leader? Taking the time to tame my office environment brought about both expected and unexpected results. In this presentation, I share how cleaning up my act had a positive impact on more than just me and my leadership.

**Table 7**
**Steve Gruenert, Facilitator**

*∞How Do I Routinely and Consistently Communicate With the Leadership Teams/ Individuals to Stay Informed and Up-to-Date About Any and All Delegated Tasks Throughout the School?*

**Darren Haas**, Southeast Fountain Elementary  
haasd@sfschools.org

Having 70 employees and 550 students in our school is a difficult task in itself. Being able to keep track of all the activities and grade levels in our school and having a finger on all of those is next to impossible. Appropriately delegating and getting consistent feedback/ updates from those designated staff members helps keep me in the "consistent loop." This project has given me the consistency I need to stay informed and organized and always in the know.

*∞Balanced & Blessed*

**Erin Probus**, Hornet Park Elementary School  
eprobus@bgcs.k12.in.us

By focusing on my physical and spiritual wellness on a consistent basis, my overall attitude and productivity has been positively impacted in both personal and professional ways. By daily setting aside a portion of my commute to work to have a morning prayer time, engaging in physical exercise at least three times a week, and consuming only healthy snacks during my most tempting and hungry time of day (3pm - 5pm), this project has helped me to feel more balanced and blessed.

**Table 8**
**Shawn Wright-Browner, Facilitator**

*∞Developing a Culture of Inquiry/Discourse Mindsets Using Math Curriculum*

**Cindy Wise**, Lake Street Elementary School  
cwise@cps.k12.in.us

How do I develop and grow teacher leaders in math using an inquiry/discourse mindset? What role can I play in supporting this work? I will share methods that help create a culture of inquiry/discourse in elementary classrooms using teacher-leaders in your schoolhouse.

*∞Mission-to-Mission Focus: Finding our Core Values*

**Shannon Cauble**, Mayflower Mill Elementary  
sncauble@tsc.k12.in.us

As leaders, we are constantly pulled in a hundred different directions. Sometimes we are chasing the next best thing to help our students and teachers, but we can get lost and lack focus. In an effort to be more focused, we went on a mission to discover our core values. In this presentation, I share our journey in discovering our core values to drive our time and purpose.

**Table 9**
**Tim Taylor, Facilitator**

*∞Instructional Leader or Manager of People*

**Chad Dodd**, Jay County High School  
cdodd@jayschools.k12.in.us

In this session, you will hear about the things you discover when you get out from behind your desk. Feeling disconnected to our students because of the daily grind, I challenged myself (with the help of our front office secretary) to find time every day to walk the halls and interact with teachers and students. The results were amazing!!

*∞Community Connections One Student at a Time*

**Daryl Werner**, Jac-Cen-Del Jr. Sr. High School  
dwerner@jaccendel.k12.in.us

In an effort to build connections with more families within our school community, I committed to reaching out to parents via a phone call or a face-to-face meeting to share positive comments about their child. Through this process, I have built relationships with more students and parents and added to our school's family culture.

**Table 10****Rod Hite, Facilitator**

*∞In What Way Will Consistently Tweeting Positive Photos and Information About My School Impact My Leadership as Principal?*

**Andrew Harsha**, Belzer Middle School  
andrewharsha@msdlt.k12.in.us

As principal, I know that I have a very direct impact on the brand of our school and others' perceptions of our school. With a goal to increase my presence in classrooms throughout the school day, coupled with the desire to push out positive snippets on a consistent basis, I committed to putting out at least one Tweet every school day. This action research project focuses on how that affected my leadership as principal.

*∞Filling Buckets*

**Amy K. Sivley**, Lakeview Middle School  
asivley@warsawschools.org

Teaching is one of the hardest and most under-appreciated jobs. With increased accountability, teacher stress has increased so much over the past 10 years. I will share how I worked to fill the buckets of staff members and increase morale.

**Table 11****Dan Nelson, Facilitator**

*∞Mindset Shifts: Can Changing My Professional Habitudes (Habits and Attitudes) Positively Affect My Personal Well-Being?*

**Kristen Bilkey**, Northwestern High School  
kristen.bilkey@nwsc.k12.in.us

"By avoiding discomfort, we can survive. Stepping into it is how we thrive." Mick Ukleja suggests we confront our negative thinking, instead of ignoring it. With negativity affecting my personal well-being, I attempted to change the way I was thinking through books, apps, colleagues, etc. I found the answer was within me the entire time.

*∞If I Don't Take Care of Me, Who Will?*

**Greg Dettinger**, Concord High School  
greg.dettinger@gmail.com

This is my seventh year as a high school principal and the fourth different school.

Through the years I have learned firsthand what burnout is as a principal, and so coming into this new position I recognized that I couldn't sustain myself long-term without changes in my non-work life. This new job includes a 38-minute drive each way, so I decided to take full advantage of this time to give myself a mental break from the stress at work, so I listen to books on CD each way which I check out from our local library.

The feedback I have received thru conversations is that by focusing on me, it has made me a better leader, father, and husband (not always in that order).

**Table 1****John Pearl, Facilitator****∞Refocusing the Lens: Using Video Observations to Build Effective Instructional Leadership**

**Rasheeda Green**, Aspire Charter Academy  
76.rgreen@nhaschools.com

Teacher quality is one of the most significant factors in student learning and achievement. As instructional leaders, can we enhance student learning by leveraging the use of observational video to improve instructional quality? This study focuses on how to best use video technology to improve your practice in developing teachers.

**∞Building a Positive Culture Through Increased Classroom Visits**

**Jennifer Lee**, Edgewood Intermediate School  
jlee@rbbschools.net

As a teacher, my "kids" were my students. As a principal, my "students" are my teachers. I continually feel as though I am not doing enough to build those positive relationships with my teachers. In this session, I will share how increasing my time in the classrooms built a more positive culture and lowered my professional anxiety.

**Table 2****Jane Rogers, Facilitator****∞The Power of Affirmation**

**Tina Noe**, Danville South Elementary  
tnoe@danville.k12.in.us

Teachers often feel underappreciated for all of the work they do on a daily basis. This action research project targeted the strategy of using words of affirmation as a way for improving staff morale. A scheduling system was developed to track the frequency of positive notes given to each staff member.

**∞Noteworthy Culture**

**Dena Lengacher**, Barr-Reeve Primary & Elementary  
dlengacher@barr.k12.in.us

Where do you begin to nurture and sustain a culture of collaboration and trust? How do you meaningfully connect with every member of your staff? Handwritten notes may seem old-fashioned, but they deliver a personalized message of genuine gratitude and create a chain of collaboration and trust.

**Table 3****Lynn Simmers, Facilitator****∞Reclaiming My Identity**

**Kevin Kemper**, Indian Creek Elementary  
kevinkemper@msdl.k12.in.us

Following my first year as principal, I felt like the school was in a great place and heading in the right direction, but unfortunately I knew exactly how much it took out of me to get there. Moving into year two, I did not want to sacrifice any of my efforts, but something had to change.

**∞One Principal, Two Buildings**

**Brian Hagan**, Tri-County Primary and Intermediate  
haganb@trico.k12.in.us

This year I have taken on two buildings seven miles apart. How do I confront the roadblocks to lead two buildings to the best of my ability?

**Table 4****Mike Pinto, Facilitator****∞The DOT Approach**

**Kathi Hoover**, Elwood Haynes Elementary  
khoover@kokomo.k12.in.us

Distracted, overwhelmed, or tired? You need to focus on the DOT Approach! The art of Delegation, Organization, and Time Management can help you overcome these struggles. I'll share the challenges and victories I experienced while implementing the DOT approach in my work life!

**∞Have a 5k Day!**

**Craig Buckler**, Central Elementary School  
cbuckler@bgcs.k12.in.us

Can connecting and committing to daily physical and emotional activities on a daily basis improve overall effectiveness both professionally and personally? During this project, I have completed a 5k (3 mile) run a minimum of three times weekly as well as a monthly 5k race. In addition, I have connected an activity or action to the following guiding principles: Keep It Simple, Kick-It Up a Notch, Keep Smiling, Key-in, and Keep Moving!

**Table 5****Steve Gruenert, Facilitator****∞Feed the Teachers**

**Laura Morris**, Northaven Elementary School  
lmorris@gccschools.com

How do I build relationships with staff in my new position? As a new principal to the building, my staff did an excellent job with the transition, and our school culture was positive and enthusiastic. However, my relationships with the teachers was still as if a wall stood between us. I wondered if writing notes to the staff would chip away at that wall and increase interactions.

**∞Physical and Mental Health Improvement**

**Travis Koomler**, Pleasant Run Elementary  
tkoomler@warren.k12.in.us

Over the past several months, I have been focusing on improving my physical and mental health by implementing an exercise program and dietary restrictions.

**Table 6****Bobbie Jo Monahan, Facilitator****∞Increasing Positive Interactions with Staff**

**Mike Holland**, Warren Central Elementary  
mholland@msdwarco.k12.in.us

Being the instructional leader of my building, do I have enough knowledge about instructional techniques to effectively guide and influence the best practices that I want teachers to utilize in their classrooms? What I learned during my action research has allowed me to become more conscientious about giving specific direction and praise, as well as having critical conversations about the best practices that are needed in classrooms. This action research has been key to guiding staff in collaboration toward school goals.

**∞My Role as a Positive Communicator (Teacher Cheerleader)**

**Jay Wildman**, North Elementary School  
jwildman@wcs.k12.in.us

Was I doing enough to make the teachers in my building feel appreciated? What more could I do to help teachers feel appreciated? In this session I will share the steps I took to do a better job communicating positive feedback and create a positive culture in our building.

**Table 7****Shawn Wright-Browner, Facilitator****∞The Misadventures of Finding "Me" Time During "We" Time**

**Jill Barker**, Anderson Preparatory Academy  
jbarker@goapa.org

As the lead school administrator in a K-12 setting, I have found that I am pulled in so many directions that I forget to do simple things like eat lunch, which has led to weight gain and other issues. I also live my purpose 24/7, which means my school has been my priority in both my personal and professional life, and my work-life balance is grossly imbalanced. My wondering led me to explore what would happen if I took some time to simply eat lunch each day and how it would impact my leadership, my personal life, and my physical health.

**∞Are There Differentiated Instructional Strategies that are Better Suited for a Middle/High School?**

**Sarita A. Stevens**, Thea Bowman Leadership Academy  
saritaastevens@gmail.com

After analyzing a full year of NWEA, ISTEP and ECA scores for Thea Bowman Leadership Academy, along with the instructional strategies we were using, I learned that although we were using the latest remediation resources, our school test scores did not improve. The problem seemed to be that we were not meeting each student where they were academically. Our instructional strategies were not adequately using the assessment data to tailor a remediation program for each student. In September 2016, I committed to watching two Webinars per week that focused on learning the best differentiated instructional strategies for middle and high school. In this presentation, I will share how I convinced our staff to use differentiated instructional strategies by collaboratively selecting methods that were better suited for a middle and high school bell schedule.

**Table 8****Rod Hite, Facilitator****∞Data-Driven Discussions**

**Jeff Brooks**, Hebron Middle School  
 brooksj@hebronschools.k12.in.us

As a principal, how do I begin leading data-driven discussions that are important and useful to the staff? Survey results showed that I needed to start playing a more active role in data discussions at Hebron Middle School. I will share the steps I took to start having more data-driven discussions with the staff that are useful and make better use of their time.

**∞The Walking Meeting**

**Pam Griffin**, Stonybrook Middle School  
 pgriffin@warren.k12.in.us

In the role of the principal, we sit too much for meetings and professional development. "Walking Meetings" allowed participants to be fully present by stepping out of the offices and conference rooms and disconnecting from our laptops. During these meetings we came up with some of our most creative ideas for students and increased our daily steps. A by-product of these meetings was an increased awareness of our outer-building and grounds, which pushed us to be aware and cognizant of how we appear to our community and visitors.

**Table 9****Tim Taylor, Facilitator****∞How Can I Empower My Staff to Become Leaders and Take an Active Part in My School's Vision and Mission?**

**Steve Kavanaugh**, North Posey Junior High School  
 skavanaugh@northposey.k12.in.us

From the surveys taken from the teachers, the data supports that I, as an administrator, could improve on delegating responsibility to the staff and leave more responsibility to their care. So, I took a hard look at several programs in my building and gave teachers larger roles in preparing and executing these programs.

**∞The 21-Day Leadership Challenge**

**David Retherford**, Elwood Junior-Senior High School  
 dretherford@elwood.k12.in.us

I am participating in the 21-Day Leadership Challenge in an effort to improve my personal leadership capacity. I want to be able to spend more of my time on instructional leadership activities and less time simply doing management tasks. Through participation in the challenge, I am learning strategies that can be implemented into my day to enhance my effectiveness as a school leader.

**Table 10****Paul White, Facilitator*****∞Using Twitter to Increase Communication and Connections with Stakeholders***

**Robert C. Hadley**, Rushville Consolidated High School  
hadleyr@rushville.k12.in.us

From having no previous experience with social media, I have been using @RushvilleHigh to promote everything at RCHS and to increase communication with all stakeholders. The total number of "Tweets/Retweets" made and the total number of "Followers" of the school's Twitter account has been recorded on a daily basis. Reflecting on the data trends will allow for growth in my approach to utilizing Twitter and possibly lead to utilizing other social media.

***∞Social Media Communication and Transparency***

**Monty Kirk**, North Central High School  
kirkm@nesc.k12.in.us

My wondering is: What happens when we open the doors of our classrooms to our parents? I have launched a social media campaign to push info to parents via Twitter, Facebook, Instagram and electronic newsletters. I'm trying to determine if our parents/stakeholders appear to be better informed about events happening in class and around the school.

**Table 11****Dan Nelson, Facilitator*****∞Did I See What I Thought I Saw...?***

**Doug Lewis**, Eastern Greene High School  
dlewis@egreene.k12.in.us

This project is geared towards making me a better observer and gaining a better understanding of what is true student engagement. I document what I see as engagement in the classroom, then interview students from the class to get their perspective, and analyze and compare the two.

***∞Impact of Differentiation***

**Grant Peters**, Greensburg Community High School  
gpeters@greensburg.k12.in.us

Differentiation is a concept that is often referenced and takes many forms. By matching the knowledge gained from two books and several classroom observations outside of my district, I am hoping to gain insight that will increase my capacity as an instructional leader.

**Table 1**
**John Pearl, Facilitator**
**∞Using Google Forms to Improve Walk-throughs**

**Staci Knigga**, Central Elementary  
sknigga@lburg.k12.in.us

How do I get into classrooms more often? In an effort for me to be in classrooms more for informal walk-throughs, I created a Google Form to track progress. The feedback from the forms allowed me to make some positive changes in the building.

**∞Making Classroom Walkthroughs More Meaningful**

**Jill Vican**, Poston Road Elementary  
jill.vican@msdmartinsville.org

In addition to the RISE requirements, I wanted to create a classroom walk-through process that was more meaningful for both myself and my staff. With the guidance from my staff, we created an Instructional Framework for our building. See how I use the framework to collect data during my classroom walk-throughs, and how this process has more meaning to my staff.

**Table 2**
**Jane Rogers, Facilitator**
**∞Building Teacher Leadership Capacity through Gaming**

**Matt Ridenour**, Burnett Creek Elementary  
mrridenour@tsc.k12.in.us

The most effective teacher-leaders are your most involved collaborators. How does an administrator actually prove that? How do you organically create a leadership team without defaulting to "handpicking" your most vocal staff? We will journey through how I "gamified" informal PD to find teacher-leaders within my staff and built an organic leadership team.

**∞Distributing Leadership**

**Christy Wrightsman**, Van Buren Elementary School  
cwrightsman@browncountyschools.com

I wondered how the culture and climate within my school would change if I was intentional about empowering staff to seek out and identify leadership opportunities? A list of resources about distributive leadership, along with distributive leadership data from my school will be shared.

**Table 3**
**Lynn Simmers, Facilitator**
**∞Makings of a New ME!**

**Tierney Anderson**, Sunnyside Elementary  
tierneyanderson@msdl.k12.in.us

How can I change my lifestyle to make me more efficient during the day and sleep better at night? This presentation will outline my journey to making overall lifestyle changes.

**∞Some Time for Myself**

**Krista Nelson**, Center Grove Elementary School  
nelsonk1@centergrove.k12.in.us

What would the impact be on staff morale at CGES when I focus on making sure that I am healthy (mentally and physically)? My plan is to dedicate time each evening to exercise and be technology free until after my daughter goes to bed. The hope is to increase family time and mental health.

**Table 4**
**Mike Pinto, Facilitator**
**∞Expanding Instructional Leadership Through Effective and Thorough Observations**

**Trael Kelly**, Pleasant Grove Elementary  
kellyt@centergrove.k12.in.us

I am evaluating the "how, what, when, and why" I do what I do during classroom observations. I plan on increasing the number of observations I complete on each teacher in an effort to complete a highly-effective evaluation on each teacher.

**∞Politics, Paperwork, and Parents vs. Inspiration, Instruction, and Improvement**

**Renita Peters**, New Haven Primary School  
rpeters@eacs.k12.in.us

When I initially started my principal journey, I had high aspirations of being a dynamic instructional leader for my staff. Since that lofty goal, I have been grounded with politics, paperwork and parents. I found that I spent too much time being a manager and not enough time being that instructional leader. I wanted to identify and create a schedule where I can be the instructional leader my staff needs and accomplish my managerial requirements as well.

**Table 5****Bobbie Jo Monahan, Facilitator***∞Influence or IMPACT as an Instructional Leader?*

**Rob Martin**, Swayzee Elementary  
robma@ohusc.k12.in.us

During my time as the principal of our 5th-6th grade building, I have continued to wonder which of my actions and efforts have the most influence on instruction and learning. But, more importantly, I wonder what steps I can take to have an IMPACT on instruction and learning. During the past few months I have become more keenly aware and systematic in trying to answer these questions. The data I have collected has given me some interesting answers and insights.

*∞PD and Staff Connections Done From Within and Weekly*

**Jono Connor**, Tecumseh-Harrison Elementary  
connorj@vcsc.k12.in.us

Out with the traditional monthly, hour-long - "What did we talk about at our last meeting?" meetings, and in with the weekly, 15-minute "Look at what my colleague is doing, and how I could do that in my classroom?" meetings.

**Table 6****Shawn Wright-Browner, Facilitator***∞Let's Make Sure All Teachers Are Implementing the New Technology Initiatives...Wait! Let Me Make Sure I Understand This Before I Lead It!*

**Pat McCann**, Prince Chapman Academy  
Pmccann@eacs.k12.in.us

While I have felt comfortable with traditional approaches to instruction, I knew I needed to start exploring ways to support teachers as they implemented new technology in the classroom. In this presentation, I share what I did to learn more about the current technology trends in education and how it helped change the culture and improve student learning in our building.

*∞How Can I Promote Our School Mission and More Effectively Communicate With Stakeholders Using Social Media?*

**Jennifer Stolarz**, Jerry Ross Elementary School  
jstolarz@cps.k12.in.us

As a non-native social media user, I decided to explore social media as a way to promote our mission and improve communication with stakeholders. This has been challenging as I am not tech savvy, but with help from a teacher who is a digital native (born in the 90's), I have started Facebook, Twitter, and Instagram pages for our school and have sent over 50 posts collectively so far. I continue to learn more every day about how to effectively harness the power of social media.

**Table 7****Dan Nelson, Facilitator****∞Refocusing: What is Most Important in My Life?**

**Amber K. Walters**, Nora Elementary School  
awalters@msdwt.k12.in.us

Each day I face an internal battle of what is MOST important in my life -- work or my family. When I say important, I mean which one am I vested in most when measured by the amount of time spent with each day. I have found myself more in tune to my work than my own family. Today that changes. My journey begins to flip the balance and ensure that I am dedicated to giving more of myself and my time to what matters most to me -- my family.

**∞Just Keep Running! Finding the Motivation to Keep My Commitment**

**Brook Wessel-Burke**, Acton Elementary School  
brook.wessel-burke@ftcsc.k12.in.us

For years I've wanted to start running again. However, I've lacked the motivation and commitment to make it happen. I've also noticed that I've gained weight, sleep less, eat horribly, and stress all the time. By deciding to run the Indianapolis Mini Marathon in May 2017 and making a public and monetary commitment, I've created the accountability necessary to get myself out of the office and pounding the pavement. Through the support of my girlfriends, a weekly tracking sheet, and a runner's devotional, I've surprised even myself.

**Table 8****Rod Hite, Facilitator****∞Using Voxer to Improve My Instructional Impact**

**Marsha Webster**, Danville Community Middle School  
MWebster@danville.k12.in.us

My study was driven by the wondering, "How can I become a better evaluator/coach by using technology?" My specific study focused around the use of the Voxer application to give teachers immediate feedback after an observation, inform my practice, and improve my ability to improve classroom instruction by giving better actionable feedback.

**∞The Impact of Presence on Building a Culture of Collaboration**

**Sean Galiher**, Schmucker Middle School  
srgaliher@phm.k12.in.us

My action research project will highlight the action steps I took to help nurture and sustain a culture of collaboration, trust, learning, and high expectations. Building in time for regular collaboration and a commitment to being present during these conversations helped contribute to a higher level of professional dialogue within my staff. I will conclude with the quantitative and qualitative data I collected during this research.

**Table 9****Tim Taylor, Facilitator***∞I'm Starting With the Man In the Mirror*

**Noah Velthouse**, Princeton Community Middle School  
nvelthouse@ngsc.k12.in.us

I experienced a great deal of personal success through reflection during the mini phase of the project. I wondered if I could experience similar success and growth specifically in my professional capacity by implementing the same type of regular, intentional reflection. My presentation shows how my professional reflections changed me and as a result positively affected the staff and students in my building.

*∞The New Me*

**Destiny Rutzel**, South Ripley Junior High School  
drutzel@sripley.k12.in.us

Have you struggled with time management since you became an administrator? Have you lost time for yourself? Come and listen to how I have re-vamped my year to provide more time for myself, my family, and have become a healthier and happier version of myself!

**Table 10****Paul White, Facilitator***∞Balancing Life*

**Renee Lakes**, Lincoln Middle/High School  
rlakes@wwayne.k12.in.us

How do you balance your time between school, family, and time for yourself? I wonder how the percentage of family and time to myself impacts my capacity as a leader? This was my wondering as I started this action research project. I kept data on what percentage of my day I spent doing different activities and how those percentages impacted my stress level and ability to be productive.

*∞Be Happy*

**Jeff Hettinger**, Frontier Jr-Sr High School  
jeff.hettinger@frontier.k12.in.us

By increasing the number of positive interactions with students, faculty, and staff – will my own personal happiness increase and become contagious? As this AR project is supposed to focus on me, I am interested in increasing my own level of job happiness and satisfaction by tracking actions that are within my control. I created a daily “check-off” chart to ensure a positive interaction with staff, scheduled non-traditional opportunities to interact with students, and used my school and phone calendar to provide constant reminders to smile!

<b>Anderson, Tierney, S3,T3 .....</b>	<b>11</b>	<b>Murphy, Jeff, S1,T5.....</b>	<b>4</b>
<b>Barker, Jill, S2,T7 .....</b>	<b>8</b>	<b>Nelson, Krista, S3,T3 .....</b>	<b>11</b>
<b>Bilkey, Kristen, S1,T11.....</b>	<b>6</b>	<b>Noe, Tina, S2,T2 .....</b>	<b>7</b>
<b>Brooks, Jeffrey, S2,T8 .....</b>	<b>9</b>	<b>Peters, Grant, S2,T11.....</b>	<b>10</b>
<b>Buckler, Craig, S2,T4 .....</b>	<b>7</b>	<b>Peters, Renita, S3,T4 .....</b>	<b>11</b>
<b>Cary, Jason, S1,T6 .....</b>	<b>4</b>	<b>Probus, Erin, S1,T7 .....</b>	<b>5</b>
<b>Cauble, Shannon, S1,T8 .....</b>	<b>5</b>	<b>Retherford, David, S2,T9 .....</b>	<b>9</b>
<b>Connor, Jono, S3,T5 .....</b>	<b>12</b>	<b>Ridenour, Matt, S3,T2 .....</b>	<b>11</b>
<b>Cripe, Sherri, S1,T1 .....</b>	<b>3</b>	<b>Rutzel, Destiny, S3,T9.....</b>	<b>14</b>
<b>Davis, Rick, S1,T6 .....</b>	<b>4</b>	<b>Schnaus, Lance, S1,T2 .....</b>	<b>3</b>
<b>Dettinger, Greg, S1,T11 .....</b>	<b>6</b>	<b>Sivley, Amy, S1,T10 .....</b>	<b>6</b>
<b>Dodd, Chad, S1,T9 .....</b>	<b>5</b>	<b>Starlin, Carol, S1,T3.....</b>	<b>4</b>
<b>Eskew, Veronica, S1,T1 .....</b>	<b>3</b>	<b>Stevens, Sarita Ann, S2,T7.....</b>	<b>8</b>
<b>Galiher, Sean, S3,T8.....</b>	<b>13</b>	<b>Stolarz, Jennifer, S3,T6 .....</b>	<b>12</b>
<b>Goodin, Darcie, S1,T5.....</b>	<b>4</b>	<b>Thompson, Bobby, S1,T4 .....</b>	<b>4</b>
<b>Green, Rasheeda, S2,T1 .....</b>	<b>7</b>	<b>Tickfer, Tammy, S1,T2.....</b>	<b>3</b>
<b>Griffin, Pamala, S2,T8 .....</b>	<b>9</b>	<b>Velthouse, Noah, S3,T9 .....</b>	<b>14</b>
<b>Haas, Darren, S1,T7 .....</b>	<b>5</b>	<b>Vican, Jill, S3,T1.....</b>	<b>11</b>
<b>Hadley, Robert, S2,T10 .....</b>	<b>10</b>	<b>Walters, Amber, S3,T7 .....</b>	<b>13</b>
<b>Hagan, Brian, S2,T3 .....</b>	<b>7</b>	<b>Webster, Marsha, S3,T8.....</b>	<b>13</b>
<b>Harsha, Andrew, S1,T10 .....</b>	<b>6</b>	<b>Werner, Daryl, S1,T9.....</b>	<b>5</b>
<b>Herrera, Holly, S1,T4 .....</b>	<b>4</b>	<b>Wessel-Burke, Brook, S3,T7 .....</b>	<b>13</b>
<b>Hettinger, Jeff, S3,T10 .....</b>	<b>14</b>	<b>Wildman, Jay, S2,T6 .....</b>	<b>8</b>
<b>Holland, Mike, S2,T6 .....</b>	<b>8</b>	<b>Wise, Cynthia, S1,T8.....</b>	<b>5</b>
<b>Hoover, Kathy, S2,T4 .....</b>	<b>7</b>	<b>Wrightsman, Christy, S3,T2 .....</b>	<b>11</b>
<b>Hopkins, Glen, S1,T3 .....</b>	<b>4</b>		
<b>Kavanaugh, Steven, S2,T9.....</b>	<b>9</b>		
<b>Kelly, Trael, S3,T4 .....</b>	<b>11</b>		
<b>Kemper, Kevin, S2,T3 .....</b>	<b>7</b>		
<b>Kirk, Monty, S2,T10.....</b>	<b>10</b>		
<b>Knigga, Staci, S3,T1.....</b>	<b>11</b>		
<b>Koomler, Travis, S2,T5 .....</b>	<b>8</b>		
<b>Lakes, Renee, S3,T10.....</b>	<b>14</b>		
<b>Lee, Jennifer, S2,T1 .....</b>	<b>7</b>		
<b>Lengacher, Dena, S2,T2.....</b>	<b>7</b>		
<b>Lewis, Douglas, S2,T11 .....</b>	<b>10</b>		
<b>Martin, Rob, S3,T5.....</b>	<b>12</b>		
<b>McCann, Patrick, S3,T6.....</b>	<b>12</b>		
<b>Morris, Laura, S2,T5.....</b>	<b>8</b>		

[illegible]

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*Sustaining the development of school leaders is crucial to the quality of life and to the best interests of all who inhabit the schoolhouse – and to their development as a community of learners. Principals, no less than teachers, need replenishment and invigoration and an expanded repertoire of ideas and practices with which to respond to staggering demands... The principal need no longer be the ‘headmaster’ or ‘instructional leader,’ pretending to know all. The more crucial role of the principal is as head learner, engaging in the most important enterprise of the schoolhouse – experiencing, displaying, modeling, and celebrating what it is hoped and expected that teachers and pupils will do.*

Roland Barth  
(*Improving Schools from Within*, 1991, p. 46; 73)

# Happy Inquiring!!