

Indiana Principal Leadership Institute

Cohort #5
Action Research
Showcase

April 10, 2018



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 am - 9:45 am	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 - 11:40 am	Session 4	
11:45 am - Noon	Action Research Celebration	



A Special Thank You to...

Dr. Nancy Dana

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

Table 1

Mike Krutz, Facilitator

****Faculty Meetings: No More Sit and Get***

Dawn Tucker, Cloverdale Middle School
dtucker@cloverdale.k12.in.us

Historically, my faculty meetings have been structured as “sit and get” sessions. Due to increased methods of communication via technology, I recognized much of the information shared at faculty meetings could be disseminated in other fashions. This year I chose to restructure the format of my monthly faculty meetings with the goal of making the meetings more purposeful and meaningful. In this session, I will share examples of strategies I utilized, as well as their impact.

****Targeted Agendas: Creating Outcomes-Based Meeting Agendas***

Tim Pletcher, Oregon-Davis Jr/Sr High School
tpletcher@od.k12.in.us

In trying to ensure our meetings are productive and aligned to our mission and vision, I wanted to rethink how information is presented at meetings to all staff groups. This led to the development of essential questions, learning targets, and specific outcomes in all our meeting agendas. I wanted to know how this will help me move all of our systems and energy in the same direction.

Table 2

David Robertson, Facilitator

****Making an Impact on Learning and Instruction***

Jessica Neill, Western Wayne Elementary School
jneill@wwayne.k12.in.us

I feel that spending time in classrooms and giving teachers quality feedback has the most impact on student learning as a principal. So why do I let everything else crowd it out of my schedule? My project is about how I worked to prioritize instructional leadership over everything else competing for my time and attention.

****How Can I Get More of My Time Into Classrooms Instead of in the Office Doing Discipline?***

Kari Ford, Rockport Elementary School
Kari.Ford@sspencer.k12.in.us

I have looked at my time in classrooms and explored different behavior strategies and programs to implement in the school to help switch the majority of my time from being in the office working on discipline to the classroom looking at instruction.

Notes

Table 3

Lynlie Schoene, Facilitator

****Mindset Matters***

Chrystal Street, Brownstown Elementary
cstreet@btownccs.k12.in.us

Carol Dweck’s research on mindset shows that intelligence, abilities, and talents can be developed and that challenges and failures are part of the process. The challenge was to model and cultivate my personal mindset so that a growth mindset culture would thrive at our school. Learn about what happened with teachers as they became familiar with Dweck’s research and how mindset matters when teaching our students and working with teachers.

****Leadership Blindspots: Increasing Awareness, Building Capacity***

Emily Tracy, Park Elementary School
etracy@mgusc.k12.in.us

I am an overachiever in every aspect of my life. Do I “go, go, go” so hard and so fast that I am oblivious to my own blind spots, resulting in negative occurrences? Sometimes I hear people say that I put too much into things, take too much control, expect too much, etc. In my mind, I am helping, I am leading, I am serving a purpose. However, am I the opposite to others around me? This project has helped me gain insight and learn what my own blind spots are and how to not only be more aware of them, but also learn how to use them to increase my leadership capacity.

Table 4

Rex Ryker, Facilitator

****Building Strong Personal and Instructional Relationships***

Scott Johnson, Center Grove Middle School North
johnsonsw@centergrove.k12.in.us

Enrollment and staff numbers are growing at Center Grove Middle School North. This growth along with less and less face-to-face communication has created a deficit in my personal and professional relationships with my staff. In this presentation, I will share how scheduling short, purposeful meetings with teachers has positively impacted relationships and instructional leadership.

****Reflection as Change Agent***

Amanda Landrum, Bon Air Middle School
alandrum@kokomo.k12.in.us

Looking within and reflecting upon our leadership practices can be a daunting task. Find out how one principal used the power of reflective practices to enhance leadership practices, engage teachers and students, and encourage open discussion in a high poverty, low income school.

Notes

Table 5

Alicia Gatewood, Facilitator

****Improving Staff Morale Through Teacher Efficacy***

Kirsten Phillips, Charles Elementary
Kirstenp@rcs.k12.in.us

I walked into a toxic climate as a first year instructional leader. I knew I needed a plan, very quickly, to build leadership capacity and teacher efficacy. Through the development of my "Dream Team," we are making shifts not only in morale but also instructional practices.

****How to Build Strong, Collaborative Teacher Teams***

Diamond Robinson, Southwick Elementary School
drobinson@eacs.k12.in.us

Southwick has large grade level teams (9 teachers) with many inexperienced teachers. Last year, I noticed that collaboration meetings were lengthy and teachers left frustrated without accomplishing much. As a result of this observation, I was interested in seeing if I split large teams in to triads, if this will decrease the level of teacher frustration and increase the productiveness within collaboration and planning meetings.

Table 6

Amy Linkel, Facilitator

****Shift Happens!***

Catherine Joan Seager, Lake Village Elementary
jseager@nn.k12.in.us

In the words of John Maxwell, "Change is inevitable. Growth is optional" and Leo Tolstoy, "Everyone thinks of changing the world, but no one thinks of changing himself," therefore, my wondering began as an effort to make better use of my time but turned into an out-of-the-box experience for us all!

****Practice What You Preach***

Jered Pennington, Amy Beverland Elementary School
jeredpennington@msdl.k12.in.us

In what ways might being more intentional with planning my day/week professionally impact the important balance between my professional and personal life? As a leader, I regularly remind my staff to plan intentionally, have a healthy balance between work and home, and always put family first. Unfortunately, I was not leading by example. I was arriving to work between 5:30-6:00 a.m. each day and leaving on average at 6:45 p.m. As a leader, I decided to practice what I preach and track the impact.

Notes

Table 7

Rhonda Roos, Facilitator

****Coaching as a Well-Oiled Machine***

Jamie Alexander, Greenbriar Elementary School
jalexander@msdwt.k12.in.us

How might I strengthen the gears of my leadership team to ensure we continue to move in a forward motion? Every piece is equally important and ALL must work in sync for the “machine” to work! The Instructional Leadership Team is the primary mechanism for implementing distributive leadership within a school and expanding the impact of the vision and goals for student outcomes beyond the principal to other stakeholders. The coach’s ability to change the speed, force or direction of instruction has been viewed by teachers as a great asset.

****Diving into Data: How Familiarizing Myself with the Broad Range of Math Data Available Improved My Instructional Leadership***

Donna Wiktorowski, Prairie View Elementary
dwiktorowski@goshenschools.org

We are in the second year of a new math program that has a strong online component. Teachers had conflicting opinions on the value of the online learning. I set out to find out how studying the data could inform my instructional leadership.

Table 8

David Mangel, Facilitator

****Finding a Life Fit***

Tom Stoner, Kouts MS/HS
tom.stoner@eastporter.k12.in.us

Some people would call it finding a balance between school and work. Jimmy Casas, in his book *Culturize*, calls it a "Life Fit". I like that term much better. A balance suggests a 50/50 split and that is not always possible.

****Time Management Audit***

Benjamin Williams, Mt. Vernon Middle School
benjamin.williams@mvsc.k12.in.us

With the current renovation and future reunification of my school, Mt. Vernon Middle School, I have conducted a Time Management Audit to analyze where my professional time and energy is being spent with the overall goal to achieve balance with my instructional leadership, as well as building management.

Notes

Table 1

Brian Disney, Facilitator

**Hacking Google Apps for High School Organization*

Candy Van Buskirk, Michigan City High School
cvanbuskirk@mcas.k12.in.us

To assist with organization, I converted all paper documents and digital documents into a google app (docs, sheets, slides, etc.) and created a team drive for the administrative team. I then surveyed the administrative team, secretaries, and building leadership team to see how the streamline of documents has effected them.

**How to Build Decision Making and Delegating Capacity*

Kyle Mealy, Wes-Del Middle/High School
kmealy@wes-del.org

I will be utilizing a modified "Eisenhower Matrix" to filter the daily and weekly tasks of the principal position into categories. Those categories are "Do It Now," "Schedule for Later," "Delegate It," and "Delete It."

Table 2

David Robertson, Facilitator

**You Don't Need More Time, You Just Need to Decide," said Seth Godin. How in the World Do We Do That?*

Leigh Ann Barnes, John Simatovich Elementary
lbarnes@union.k12.in.us

Easier said than done, I thought! In this session, I will share answers from the experts on making decisions about how we spend our time each day, because let's face it, our days aren't really getting any longer. I will provide examples of how I set up my day, week, and most importantly mindset to accomplish everything I choose.

**Help! Stop the INSANITY! (I'm a School Principal and I Just Want to See the Little People!)*

Tiffany Barrett, Vienna-Finley Elementary School
tbarrett@scsd2.k12.in.us

This action research project was focused on prioritizing and minimizing managerial tasks associated with being a school principal. Throughout this project, a primary focus of creating more time to spend in classrooms and a secondary focus on eliminating unnecessary managerial tasks has been implemented to create a plan of action that could work for you too!

Notes

Table 3

Lynlie Schoene, Facilitator

**In the Trenches: Developing a Deeper Understanding of Teacher Effectiveness*

Brett Findley, CSA Lincoln Elementary
findleyb@bcsc.k12.in.us

It is difficult to get a comprehensive view of teacher effectiveness by only utilizing the evaluation process. By dedicating consistent time to work alongside my teachers on a weekly basis, I will instill a team mentality with staff, gain a better understanding of the curriculum, and improve my understanding of each teacher's strengths and weaknesses so that I may help them improve professionally.

**Flame Up or Flame Out!*

Brian Byrum, North Vermillion Elementary
bbyrum@nvc.k12.in.us

Every summer I have intentions of creating elaborate new teacher orientation schedules and activities to give them the best preparation and comfort ability starting a new job in my building. However, they have remained as good intentions. How much better would my beginning teachers perform if they were given more opportunity for questions, professional development, and instructional and communication tools before and throughout the school year? This has become my primary focus in developing new teachers.

Table 4

Alicia Gatewood, Facilitator

**Having Real Conversations: Getting to Know my Staff on a Personal Level*

Dustin Jorgensen, Forest Park Elementary
jorgendu@clay.k12.in.us

When I started as a principal, I was instructed on how to act, what to take care of, and what needed accomplished at my building. After an administration change, my style and approach remained the same. I was isolated from my staff and had not evolved with the building. Could having real conversations with my staff change this? In getting to know the personal side of my staff, I found the personal side to myself that I had been hiding.

**Building Positive Relationships with Staff Members*

Carey Storm, Raymond Park Intermediate Academy
Cstorm@warren.k12.in.us

The project seeks to understand the impact of intentionally working to build positive relationships with staff members by building in time to do so. Just as we ask teachers to build positive relationships with their students, the administrator-staff member relationship matters too!

Notes

Table 5

Mike Krutz, Facilitator

****Eagle Manufacturing: A School and Community Partnership***

Shane Killinger, Brown County High School
skillinger@browncountyschools.com

By developing Eagle Manufacturing, we were able to make connections with community members and staff at Brown County High School. I have learned that community/business love the idea of pairing with us, and they can help us overcome limited resources.

****How Can I Increase Parental Involvement?***

Heather Green, Rome City Elementary School
hgreen@eastnoble.net

Getting parents to partner with the school to build success for students is hard, especially when several of the parents speak a different language. Building parental involvement with parents who do not speak English as their primary language was the focus for this school year. Changing the mind set of teachers, parents, and even the administrator on what parental involvement looks like has brought success to making parents involvement occur.

Table 6

Amy Linkel, Facilitator

****The Fun Factor of School***

Davin Harpe, Sugar Grove Elementary
harped@centergrove.k12.in.us

We had been focusing on curriculum, instruction, and reaching ambitious goals within our data. We continued to be recognized as an "A" school and a Four Star School. In the meantime, we experienced two consecutive redistricting years, class sizes increased, six classrooms were moved to portables, and discipline rates began to rise. How could I help create a more joyful learning environment for students and staff?

****How Might a Monthly Positive Morale Plan Impact the Culture of our Building in the Midst of a Redistricting Year?***

Aimee Lunsford, Flint Springs Elementary
alunsford@hccsc.k12.in.us

I planned a positive culture builder each month for staff. This was intended to boost morale and keep our building culture intact in the midst of negativity in our community surrounding redistricting.

Notes

Table 7

Rhonda Roos, Facilitator

****Motivation Momentum***

Beth Waterman, Roachdale Elementary School
bwaterman@nputnam.k12.in.us

Education and leadership have played a major role in my life for nearly 30 years. Having experienced disengaged leaders that were just in attendance day to day, counting the moments until retirement, I am purposely seeking ways to maintain and improve my motivation, facing every day with a positive frame of mind.

****Can Regular Exercise Make Me a Better Principal?***

Chad Reedy, Creston Middle School
creedy@warren.k12.in.us

Can regular exercise help me improve my capacities as a building leader? I noticed that when I went days without exercising, I was more sluggish, my mood suffered, and my work productivity and focus decreased. In this session, I will discuss how I tracked the effects of regular exercise and the impact it had in the above-mentioned areas.

Notes

Table 1

Brian Disney, Facilitator

****Understanding Trauma Informed Strategies to Decrease Stress***

Amy Sander, Northeast Elementary
asander@gws.k12.in.us

The needs of our younger students are changing every year. My inquiry project was focused on building my own tool belt of trauma and trauma informed practices to better support my students and staff and decrease my own stress. My inquiry included journal entries on podcasts, books, site visits, and video research.

****Coffee, Tea, & PD***

Angela Girgis, Lincoln Elementary
girgisa@nlcs.k12.in.us

My project considers how my instructional leadership will change as I discover new understandings of brain-based research (Executive Functioning & Growth Mindset) . I am setting aside intentional time during a coffee or tea break each week in my office to view PD such as Eric Jensen videos, TED talks, & Lori Desautel's work.

Table 2

Jack Parker, Facilitator

****How Do I Make the Most of My Time With Teachers In and Outside of the Classroom Setting?***

Adam Long, Tri-Central Middle/High School
along@tccs.k12.in.us

In this project I worked to identify strategies to utilize in order to increase and track my intentional time in the classroom. I also documented how spending more time in the classroom with teachers and students positively impacted my leadership abilities.

****Balancing Management and Leadership for Efficiency***

Rachel Vallance, Northridge Middle School
vallancer@mcsin-k12.org

I was very busy during the day but didn't always know how I had spent my time or if I spent it on the "right" things. I studied how much time I spent managing and how much time I spent leading using principles from *The Four Disciplines of Execution*. The result has been an increased ability to focus on goals and increased ability to delegate and ignore the whirlwind.

Notes

Table 3

David Robertson, Facilitator

**How Does My Direct and Purposeful Feedback Impact the Culture in the Building?*

Chris Kane, Silver Creek Elementary
ckane@westclarkschools.com

I am wondering how my positive and direct feedback will impact the culture of the building. I am providing thank you notes and direct praise with specific things that have been noticed. I am looking to see how this will impact the teacher morale and what impact this may have on our school culture.

**Increasing Classroom Presence to Impact School Culture*

Sandy Myers, Silver Creek Primary
smyers@westclarkschools.com

I have looked at ways to increase my time in classrooms. My goal is one hour a day, four days a week. I am looking what is keeping me from meeting my goal. With the time in the classrooms, I am increasing my specific positive notes and interactions with teachers to aid in improving school culture.

Table 4

Rex Ryker, Facilitator

**Developing a School Culture of Positivity and Teamwork*

Melody Meyer, South Elementary
melody.meyer@msdmartinsville.org

How do I as a leader transform a culture of negative attitudes and lack of collaboration into a culture of positivity and teamwork? I will share the steps I took to shift the school culture to a more positive working environment and one that promotes teamwork.

**Positively Influencing School Culture Using "Hey" Notes*

Michael Gabauer, Wea Ridge Elementary School
mjgabauer@tsc.k12.in.us

For this project, I wondered if the climate of my school and the attitudes of the teachers would be positively influenced by more classroom visits. I visited each classroom, multiple times, for at least 5 minutes, and sent a brief email with the subject line "Hey!" Each "Hey" note called attention to something positive that I witnessed during the visit.

Notes

Table 5

Alicia Gatewood, Facilitator

*****I Am Definitely Going to Take a Course in Time Management, Just as Soon as I Can Fit It Into My Schedule.** - Louis E Boone***

Sandra Joseph, Corydon Immediate School
josephs@shcsc.k12.in.us

How much time do you spend each week in the classroom setting? With being pulled in a million different directions during the day, I found that I was not spending the research based time of 5 hours per week. I will show you where my time was spent and what I did that helped me find the time needed to be in the classroom.

****In Order For Me to Make a Difference, I Have to do Things Differently!***

Debbie Steffy, Fillmore Elementary
dsteffy@sputnam.k12.in.us

When I went into administration, I thought I could make a difference. In my first assignment, I was more of a manager- juggling a lot of different tasks. When an opportunity presented itself to transfer, I jumped on it. Now I am working hard to be more of a difference maker- being more present and involved with classroom instruction.

Table 6

David Mangel, Facilitator

****Not Your Average Book Club - Teacher Readers Make Teacher Leaders***

Christopher Gerbers, Hamilton Jr./Sr. High School
chris.gerbers@hcs.k12.in.us

The objective of my Action Research Project is to provide voluntary professional development to teachers, by starting a Book Club, in an effort to shift the climate and culture of my building while building capacity for teacher-leaders. This year, due to drastic voluntary and forced turnover in staffing, we have many first-year teachers and teachers new to our district who are passionate about education and hungry for professional growth. Our goal is to build on that energy in order to create a work environment where time is valued, people are valued and ideas are valued, inspiring teachers to be Rock Stars on a daily basis. I want teachers to remember why they got started in education and to start having fun again while teaching.

****My Role in a Collaborative PLC Culture***

Brent Bokhart, Crawfordsville Middle School
bbokhart@cville.k12.in.us

School staff was excited about heading down the PLC path and the opportunities of collaboration that would result from PLC's. Knowing the demands of our current initiatives of working through a guaranteed and viable curriculum, common assessments, and quality instruction, school leadership knew there would be times throughout the year that staff would feel overwhelmed. So, school leadership wanted to balance those demands without losing sight of collaborative team building, staff relationship building, and culture.

Notes

Table 7

Mike Sargent, Facilitator

****Leadership Core Values***

Ryan Hill, Crossing School of Business (7-12)
rhill@crossingcec.com

I explored and determined my leadership core values. I then looked at the impact the values have on my leadership practice when I identify and communicate them. Specifically, the project focuses on how my core values are reflected in meetings I lead, from both my perspective and the perspective of my colleagues.

****Journaling about Last Year in My Position***

Janice McGalliard, Redkey Elementary
jmcgalliard@jayschools.k12.in.us

Due to school consolidation our corporation needs one less principal, and I have the least seniority, so I am having my position reduced. I wondered if journaling about my last semester in a job I have loved would help me as I complete the school year.

Notes

Table 1

Brian Disney, Facilitator

****Celebrate Seeger***

Rob Beckett, Seeger Memorial Jr. Sr. High School
rbeckett@msdwarco.k12.in.us

Will the change in my leadership style, from a data driven, sometimes “heavy” approach to a more empathetic positive celebratory leader affect the climate of Seeger Memorial in a positive manner? Can I make this personal change and maintain Seeger’s high academic standards? I worry that the data focus will wane without my guidance.

****Tearing Down the Communication Silo***

Chad Sickbert, Southridge High School
sickberc@swdubois.k12.in.us

Efficient communication is fundamental to a healthy and functional organization. While we had some elements of effective communication among our staff, data indicated a need for more clear communication to help bridge between silos of activity. By introducing the "Monday Memo," we have begun to make progress.

Table 2

Jack Parker, Facilitator

****Time for a Break! The Importance of Scheduling Personal Time for a Hobby or Personal Fitness Effects a Principal's Overall Quality of Life.***

Robert Wilson, George Rogers Clark
rjwilson@hammond.k12.in.us

A principal's job is very time consuming and demanding. Far too often these individuals do not take the time to address other parts of their lives. This action research looks into how taking time for physical fitness and hobbies affects overall job performance and the principal's quality of life.

****Happiness and Joy Among The Stress***

Tracy Horrell, Western Middle School
thorrell@western.k12.in.us

Balancing the day-to-day stress of the job and life with joy and happiness blended into the day is a challenge. The in’s and out’s of being the principal along with request and issues of the day can cause stress and tension, along with your daily life and after-school tasks. How do you insert and find time for joy and happiness.

Notes

Table 3

Lynlie Schoene, Facilitator

**Completing the Balancing Act of a Principal*

Melissa York, Monrovia Elementary
myork@m-gsd.org

The responsibilities of a principal can be overwhelming and time consuming. Many days I feel like I never leave my office. When I do leave, I feel it's only to evaluate teachers. In this presentation, I share strategies that I have used to make an intentional effort to take time to interact and engage with my students and staff.

**A Better Way to Plan My Day*

Randy Maurer, Eastern Elementary School
randy.maurer@eastern.k12.in.us

How many different interruptions do have in your day? I was having trouble meeting all of my obligations with open door policies, principal access, and every other interruption that could happen. See how I finally got my days organized, making me more accountable to my staff, students, families, but most importantly, myself.

Table 4

Rex Ryker, Facilitator

**Coaching Teachers to Successfully Implement PBL*

Tiffany Oswalt, Paragon Elementary School
tiffany.oswalt@msdmartinsville.org

I wanted to promote a student-centered learning environment to allow students voice and choice. In this session, I will show you the steps taken to encourage and grow teachers in implementing PBL using the standards.

**Secondary Principal Becomes Elementary Principal: How I Gained Professional Growth and a Better Understanding of Elementary Math*

Matt Deeds, Harrison Elementary School
mdeeds@warsawschools.org

This presentation will focus on how creating and collaborating with a math team helped develop a better understanding of elementary math from curriculum and resources to instructional practices.

Notes

Table 5

Mike Sargent, Facilitator

****What Can Facebook Do For Your School?***

Chad Houser, New Haven Middle School
chouser@eacs.k12.in.us

This was an inquiry into the effectiveness of utilizing Facebook to increase parent communication and involvement. Can Facebook increase student achievement with more parent communication and involvement?

****Words Matter: The Impact of My Communication***

Matt Vandermark, Franklin Township Middle School East
matt.vandermark@ftcsc.k12.in.us

Beginning a new principalship in the middle of the school year has led me to reflect on my communication. Knowing that I have a direct impact to the success of a shared vision, I've set out to improve my communication by analyzing the effectiveness of different methods.

Table 6

Amy Linkel, Facilitator

****Inquiry into Action***

Karrienne Polk-Meek, Starr Elementary
karriannep@rcs.k12.in.us

Will modeling an inquiry stance for my staff lead to better instructional choices in my building? The focus of this project is to increase my own professional self-efficacy through the use of inquiry-based leadership.

****Establishing Leadership Identity***

Adrienne Bach, Jonathan Jennings Elementary
abach@gccschools.com

For this project, I determined the specific ways my leadership at Jonathan Jennings Elementary impacts our school. I then focused on establishing my leadership identity and increasing skills in needed areas. My vision for when I leave is to have contributed to the overall academic success of our students, as well as positive memories of their elementary school experience.

Notes

Table 7

Rhonda Roos, Facilitator

**Creating School Wide Culture - How Can I Do Less to Accomplish More?*

Cinda Ahlrich, Milan Elementary School
cinda.ahlrich@milan.k12.in.us

How can I form collaborative teams to give my staff greater voice and ownership of cultural outcomes, so I have more time to improve my instructional leadership? How could this help to improve staff morale? How can I help support teachers to become leaders?

**The Impact of Positivity*

Zach Huber, Pine Elementary School
zhuber01@mcas.k12.in.us

Each day is filled with opportunities for feedback. With a tendency toward critical or neutral feedback, would being intentional about giving positive feedback have an impact on my relationships with staff members? On a larger scale, could it impact the climate in an entire school building?

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Pletcher, Timothy, S1,T1	3		
Polk-Meek, Karrienne, S4,T6	17		

The sharing of your action research project counts as a “professional presentation.” When citing on your resume, use the following formatting:

Marrs-Morford, L. (2018). Providing effective feedback. Presented at the annual Indiana Principal Leadership Institute Action Research Showcase, Indianapolis, IN.



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!!