

Indiana Principal Leadership Institute

Cohort #4
Showcase of Schools
April 9, 2018

Showcase of Schools

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 team and their 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	Showcase of Schools Celebration	

Table 1

John Pearl, Facilitator

****Systems of Success***

Kevin Kemper, Indian Creek Elementary
 kevinkeper@msdlt.k12.in.us

Team Members: Tally Shanley & Sarah McNabb

How can developing an instructional model improve student achievement? In addition to outlining the instructional model that we developed, this presentation will also highlight the individual systems that we created and the positive outcomes from our work – all of which establish a clear vision for our school.

****Developing A School-Wide Model of Instruction***

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

Team Members: Eric Yoder & Remington Graber

How can a school-wide model of instruction strengthen classroom instruction and professional development? Our Barr-Reeve IPLI team worked to answer this question by collaborating with our staff to develop and implement a school-wide model of instruction that serves as a daily reminder to always be our best. #BRbest

Table 2

Dan Nelson, Facilitator

****Video Library of Instructional Practices and Common Procedures***

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

Team Members: Pat Haney & Jan Thoman

Our teachers utilized Swivel cameras to film themselves using their most successful instructional practices and in demonstrating common procedures (i.e. steps to upload grades). A few instructional practice examples are exceptional demonstrations of utilizing technology (1:1 Initiative), excellent instructional transitions, and good use of questioning techniques. The staff created an instructional video library for sharing by uploading the videos on a Team Drive.

****A Framework for Success***

Holly Herrera, Central Middle International School (6-8)
 hherrera@kokomo.k12.in.us

Team Members: Chantel Sullivan & Essie Bixby

The goal of this project was to have teachers reflect on their current instructional practices. Through this process, the staff collectively created a framework of what good instruction looks like.

Notes

Table 3**Tim Taylor, Facilitator******Framed for Success***

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

Team Members: Janel Baker & Jessica Coble

Based upon the HRS survey data, we determined the next step in moving Western High School forward was through the development and implementation of Instructional Frameworks. Our presentation will focus on the collaborative effort in developing and implementing the frameworks and our next steps in moving toward success.

****Focus on Marzano Level Two***

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

Team Members: Scott Mangels & Nicole Batta

We have formulated plans for multiple activities in Level 2 of Marzano's High Reliability Schools Model. Our instructional model was our main priority, and we are about to reap the benefits of this conceptual journey. We are also making strides with an Instructional Rounds model.

Table 4**Mike Pinto, Facilitator******Increasing Student Engagement Through the Instructional Model***

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

Team Members: Melinda Harris & Megan Reynolds

The process to increase student engagement began with collaborating to develop a school-wide Instructional Model. Individual teacher goals were created from that model in order to measure the impact of the instructional model.

****The Development and Implementation of an Instructional Framework***

Glen Hopkins, Stinesville Elementary School
ghopkins@rbbchools.net

Team Members: Danielle Butler & John Kerr

It's the age old question... "What does my principal expect to see in my classroom each day?" This presentation will outline the journey our elementary school took over the past eight months to identify what an observer should, "See or Hear Daily," "Might See or Hear," and "Should Never See or Hear." Preliminary data will be shared as we work to strengthen a clear focus on instructional practices.

Notes

Table 5

Jane Rogers, Facilitator

****Putting POWER Behind PD***

Tierney Anderson, Sunnyside Elementary School
tierneyanderson@msdlt.k12.in.us

Team Members: Kellie Wood & Megan Welk

We decided to track the implementation of best teaching strategies that were taught during professional development. We wanted to motivate teachers to implement the newly acquired strategies in their classrooms because we want to do what is best for all students, not just teach to the middle.

****Getting Creative with Professional Development***

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

Team Members: Suanne Chastain & Lisa Gudmundson

With recent changes to our weekly early release dates (full conversion to PLC time), PGES has had to think outside the box to provide meaningful professional development opportunities to meet the needs/available times for our teachers.

Table 6

Lynn Simmers, Facilitator

****Classroom Check In/Check Out***

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

Team Members: Natalie Etter & Sara Lauerma

The purpose of this project was to provide specific support to classroom teachers in the area of classroom management. The project took the check in/check out concept and developed a process including both qualitative and quantitative data to improve the overall effectiveness of the classroom environment.

****Good Goes Round***

Laura Morris, Northaven Elementary
lmorris@gccschools.com

Team Members: Kim Stinson & Beth Valentine

Our team worked on training the staff about instructional rounds to increase student achievement. First, we found problems that our learner's were having with two-step problem solving on assignments and assessments. Then, we developed questions about our instruction to try and figure out what is causing the learner centered problem. Next, we used the questions to create an instructional round checklist. After practicing with videos and reading about instructional rounds, our staff used the checklist to spend two 45-minute math blocks in their team members classroom. We are using the instructional round data to develop an action plan for our math block.

Notes

Table 7**Shawn Wright-Browner, Facilitator*****#MarketingwithTwitter**

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

Team Members: Stacie Woodard & Marianne Nethery

Our school has recently adopted school-wide Wildly Important Goals. One of those goals centered around school culture. Our IPLI team decided to tackle one of the strategies: Marketing. We decided to do that by using Twitter. Each teacher in the building has been asked to tweet at least once per week and tag our school, @elwood_hs. Teachers are also hashtagging to #ejshspanthers. Our goal is to extend our follower base and number of tweets by 15%. We hope to expand our use of Twitter in the future.

***Stakeholder Engagement & the Design Thinking Process**

Christy Wrightsman, Brown County Schools
cwrightsman@browncountyschools.com

Marzano's indicator 1.6 indicated a need for our students, parents, and the community to have formal ways to provide input regarding optimal functioning of our schools. In response to this need, we used the design thinking process to engage all of our stakeholders in this five step process to initiate new programs and initiatives for our school district.

Table 8**Bobbie Jo Monahan, Facilitator*****PBIS--It's Not Just for Kids Anymore!**

Amy Sivley, Lakeview Middle School
asivley@warsawschools.org

Team Members: Todd Braddock & Stephen Coble

Research shows that PBIS programs in schools increase positive behaviors in students. We wondered if we applied it to teachers, would we see the same results? We will learn what happens when we recognize teachers for the good things they are doing at our school.

***The Brain and Student Behavior**

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

Team Members: Brent Seibert & Kevin Whitten

This presentation will summarize the journey our school has made toward becoming trauma informed, including our introduction to how the brain influences student behavior, professional development provided to staff, and our first steps in implementing strategies with students.

Notes

Table 1**Rod Hite, Facilitator******Learning from Colleagues***

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

Team Members: Traci Hall & Matt Beahm

Hebron Middle School teachers started a peer observation process to increase their capacity of instructional practices. Teachers were able to observe several classrooms then discuss their thoughts during PLC's. Discussions revolved around impactful instructional strategies across disciplines and grade levels.

****The Impact of Instructional Rounds***

Andy Harsha, Belzer Middle School
andrewharsha@msdlt.org

Team Members: Antonia Fields & Evan Bergman

Our goal was simply to get teachers in other teachers' classrooms and explore the impact that would have on our staff. We organized and engaged teachers in two experiences of observing their colleagues during instruction and tracked data on the impact it made.

Table 2**Rhonda Peterson, Facilitator******ON....TILT!***

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

Team Members: Stephany Dillon & Andrew Jennings

What's next? What now? Why didn't I know that? In the hustle and bustle, some of our staff felt like they were on TILT. The creation of Teacher Instructional Led Teams allowed for a teacher driven instructional model to be developed.

****Creating a Clear Vision for Instruction***

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

Team Members: Rhonda Hartzler & Lisa Cameron

If there is a clear vision of how instruction should be addressed, will reflection, collaboration, and goal setting become a more common practice for teachers? Using Marzano's research, we have created a playbook to help our teachers successfully implement the programs and instructional practices we have in place at Poston Road Elementary.

Notes

Table 3**Paul White, Facilitator******Creating PLCs in a Non-PLC School***

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

Team Members: Teresa Asche & Cary Molinder

We will be discussing the process in implementing PLCs into our high school. We will talk about the pros and the difficulties that have taken place along the way. We have found things that have gone well, and we have found definite areas for improvement along the way.

****Roots to Fruits***

Johnny Goodlow, Hammond High School
jdgoodlow@hammond.k12.in.us

Team Members: Kimberly Henson-Montero & Monte Williams

Our Marzano High Reliability School Teacher and Staff Survey indicated some teachers feel that their teams or departments accomplishments have not been adequately acknowledged and celebrated. How can having intentional celebrations of the accomplishments of teachers and departments help not only boost the morale of our teaching staff, but also increase the academic achievement of our students? The goal is to use positive reinforcement to create a culture change within our building. We hope that this action research will lead to departments upholding the professional standards and, in turn, holding students accountable for their own success in the classroom.

Table 4**Dan Nelson, Facilitator******PRIDE: Positive Behavior Program Reduces Negative Behavior***

Greg Dettinger, Concord High School
gdettinger@concord.k12.in.us

Team Members: Kathy Greene & Joe Wharton

Our school-wide leadership team of five teachers, 3 students and an administrator, planned and implemented a positive behavior plan wherein students who make appropriate choices, make good decisions, show up to class on time prepared, are wearing student ID's, or who help others through good deeds are rewarded by receiving a card. There are different color cards depending on the type of behavior and two different ways to receive rewards - one through trading in cards to purchase items and the other colors to submit into drawings for some cool prizes, such as gift cards, prom tickets, or a 42" TV. Since the implementation of our PRIDE program, a reduction in teacher referrals has occurred.

****Using Multi-Tiered System of Support to Improve an Alternative Education Program***

Sarita Stevens, Elkhart Academy (HS)
sstevens@elkhart.k12.in.us

Team Members: Linda Fine & Barry Johnson

Our team used Google Docs forms to compile behavioral information of students, as well as collect offenses that teachers were reporting the most. We used the data to improve the culture and climate by putting preventive measures in place for the most frequent behavior issues. In addition, we also provided training for the staff in the area of classroom management, de-escalation, and relationship building. The data driven intervention systems that we now have in place has changed the climate of the school and created a culture of high behavioral expectations that is enforced by both the teachers and the students.

Notes

Table 5**Mike Pinto, Facilitator******Creating a Playbook to Win the Educational Game***

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

Team Members: Esther McDivitt & Lindsey Osborne

There are multiple plays that any given school implements in trying to develop a game plan to score academic points of growth and achievement. We have worked to create a Playbook in which we've combined the curriculum, strategies, materials, and tools that are aligned expectations of our school's instructional plan. By creating our playbook, we are working to promote equitable instructional opportunities, align effective practice, increase consistency, and ultimately improve student achievement in each and every classroom for all of our students.

****Teaching with Intention***

Tammy Tickfer, Lafayette Park International Elementary
 tickfer@kokomo.k12.in.us

Team Members: Tammy LaDue & Katelyn Ward

Level 2 HRS survey data indicated the need for clear communication of instructional expectations. This presentation will outline the process our school took to develop and implement an instructional framework. Data will be shared along with our next steps in implementation.

Table 6**Shawn Wright-Browner, Facilitator******Using the Process Check Format to Get Input Directly from Teachers to Create Actionable Change***

Pam Griffin, MSD Warren Township
 pgriffin@warren.k12.in.us

In a large district, it is imperative to create conditions which allow teacher voices to be heard. Through the Process Check format, the MSD Warren Cabinet purposely sought input from their teachers across the district, PreK-12, in order to learn directly from them. The conversations and data collected from Process Checks have offered us the opportunity to reconsider choices made, go on new adventures, and implement design processes to create even more exciting conditions not just for our staffs, but our students, too!

****Adopting Common Teaching Practices Through the Development of an Instructional Model***

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

Team Members: Isaac Hilgert & Kristi Reedy

After reviewing Level 2 HRS data, our team focused on creating an instructional model to improve instruction in our school.

Notes

Table 7

Jane Rogers, Facilitator

****Creating a Safe and Collaborative Atmosphere***

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

Team Members: Amy Clancy & Kristi Watters

Our CGES Team worked to provide more experiences for our parents to be involved in school decision making. We did this through using social networking more as a way to communicate and conducting focus groups and virtual town hall meetings monthly.

****The 3 C's: Communication, Culture and Climate***

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

Team Members: Brittany Reef & Andrew Swank

Over the past 3 years our building went through a huge remodeling project. Our K-1 Elementary building has the largest elementary student population in the corporation. We have over 60 staff members. After completing the staff surveys, it became evident that communication and staff input would be critical to maintain our former culture and climate. This presentation will show ideas we have implemented to improve communication while protecting our culture and climate.

Table 8

Lynn Simmers, Facilitator

****A Journey of Embedded Professional Development Lead by Teachers***

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

Team Members: Tia Holderby & Shelby Rindler

How do we encourage teachers to observe each other as well as be leaders of professional development? This presentation will focus on how we implemented a Pineapple Chart and bi-monthly PD sessions.

****The Power of Teachers Learning from Teachers***

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

Team Members: Nicole Watts & Jill Vick

Our goal was to introduce and implement the topic of instructional rounds as common practice in our building. Baseline data supported the need, and our staff was ready for it... some of them just didn't realize it. The timing was perfect as our district implemented the use of a specific format for mini-lessons and Interactive Read Aloud practice. As you will hear, the process wasn't perfect, but the benefits discovered by our staff were immense and positive!

Notes

Table 1**Bobbie Jo Monahan, Facilitator******Eagle Exemplars***

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

Team Members: Trina Gulde & Rodney Klein

Working with our district strategic planning team, we have come up with six exemplars that we want to see all teachers working on in their daily lessons. This project started as simply writing our instructional model, and it spring boarded into something much bigger.

****Impact of Instructional Model Implementation***

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

Team Members: Kathy Petrig & Kelly Lashley

Administrators and teachers are constantly researching ways to have a positive impact on student learning. In our efforts to do this, we analyzed survey data results and discovered that our school did not have an instructional model in place. This presented the question, "How would implementing an instructional model impact our instruction, and ultimately students' learning?" In our presentation, we will share the data we gleaned from creating an instructional model and the impacts we have already seen, including three secondary objectives that have been established as a result of our model: principal walk-throughs, ongoing data and instructional model conversations, and creation of a teacher information binder.

Table 2**Tim Taylor, Facilitator******"Omaha, Omaha," The Development of an Instructional Playbook***

Sean Galiher, Penn High School
srgaliher@phm.k12.in.us

Team Members: John Gensic & Francesca Varga

As the new principal of a high school, the purpose of this action research project was to evaluate my staff's level of understanding of high quality instructional practices and collaboratively determine instructional strategies that should be implemented everyday, often, and never. Our team will highlight the journey our school took to developing an instructional playbook and common model of instruction, including future goals that emerged from our action research.

****Instructional Expectations - Reviewing and Monitoring that We Are Doing our Thunderbird Best***

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

Team Members: Brittney Martindale & Andy Hutcherson

We developed school wide instructional expectations as a staff and began monitoring to see if we were truly doing what we said we do. Through observation and self-reflections, we developed a path for continued growth with our school wide instructional expectations.

Notes

Table 3**Rod Hite, Facilitator******Developing a School-Wide Instructional Model***

Jennifer Lee, Edgewood Intermediate School (3-5)
jlee@rbbschools.net

Team Members: Lori Majors & Lynn Uhls

Our PLC Leadership Team has taken on the task of developing a school-wide instructional model. While it is not fully completed, we will discuss the process we've taken including the challenges and successes along the way.

****Using Videos to Complement our School-Wide Instructional Model***

Patrick McCann, Prince Chapman Academy (3-6)
pmccann@eacs.k12.in.us

Team Members: Melissa Sebastian & Heather Sorg

Getting feedback from all teachers, we created reading block expectations, defining what you "should see," "could see," and "never see" during reading. Using the feedback, we highlighted some of the best practices by capturing them in a video to be shared with staff.

Table 4**Rhonda Peterson, Facilitator******Mustang Mentors***

Darren Haas, Southeast Fountain Elementary
haasd@sfschools.org

Team Members: Jill Deel & Kameron Baner

We are developing a personal and very positive relationship with many of the at-risk children in our school. There are many adult volunteers working to create a more caring and inviting atmosphere by taking one student under his/ her wing through a daily mentoring opportunity. Will these positive daily interactions change the behaviors, efforts in class, attendance at school, or overall attitude of the student and staff member? We hope these extra efforts will enhance the safe and collaborative culture in our school.

****From Woo Hoo to Wow! One School's Journey into School Improvement***

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

Team Members: Heather Correll & Nichole Rivers

In our team's presentation, we will share how we began our journey into school improvement. Starting with "WHY" from our Marzano school data, our school leadership team worked together to first improve staff morale and then into instructional practices in our classrooms.

Notes

Table 5

Lynn Simmers, Facilitator

****Starting Off In The Right Direction - PLC Overhaul***

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

Team Members: Angela Ochs & Holly Swinney

Transition in leadership and changes within staff led us to look at our PLC process. Our team went through a "PLC Overhaul" and learned to use protocols to build and/or enhance a collaborative culture in our school building?

****Keys to a Collaborative Culture: Expectations & Awareness***

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

Team Members: Brandon Gleason & Melissa Johnson

This presentation will outline how our team worked together to learn about group work preferences and set collective commitments to improve our overall ability to collaborate in our PLCs, departments, and as an entire school staff. The team will present the activities we used throughout the school year to keep our focus on the positive way we "do things" at Danville Community Middle School.

Table 6

John Pearl, Facilitator

****Transparent and Reflective Teaching Through Instructional Rounds***

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

Team Members: Kristin Klavas, Shana Bane, & Michelle Bunch

We believe that teachers observing highly effective lessons builds capacity for all teachers. However, our school lacked a structure that allowed teachers to observe each other. Our team facilitated two sets of instructional rounds and collected data on the impact the process had on those who participated both as observers and as lead teachers. We plan to build quarterly instructional rounds for all teachers into our schedule for 2018-19.

****Nora Lab Classrooms***

Amber Walters, Nora Elementary School
awalters@mdswt.k12.in.us

Team Members: Melissa Behny & Carol Sundheimer

As we continue our Nora journey to grow learners and teachers each day, we have identified specific instructional practices in the area of math, reading, and writing that should be observable in every Nora classroom. We wonder if by having teachers complete instructional rounds in collaboration with our Math and Literacy coaches, would this help the teachers to see/hear these specific practices in action and in turn implement these practices in their own classrooms each day at Nora?

Notes

Table 7**Mike Pinto, Facilitator******Getting WISE through Data***

Darcie Goodin, New Washington Elementary
dgoodin@gccschools.com

Team Members: Amy Ellison & Katie Jackson

This year we began the implementation of Data Wise in our building. Data Wise is an approach of looking deeper at data to help improve instruction. The process uses data to help teachers look differently at instruction and examine their own practices.

****Focusing on Instructional Strategies in the Classroom***

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

Team Members: Randi Browning & Lisa Emmick

Our team felt that, based on our HRS survey data, the area where we could make the most gains as a school was in the area of classroom instruction. We looked at current practices in the classrooms and had the teachers rate themselves on the different instructional methods. The teachers then used their ratings to set their own personal goals for themselves and their classroom. Progress toward these goals was monitored again toward the end of the research cycle.

Table 8**Paul White, Facilitator******You SHOULD Already Know - Fighting the Stigma of Asking Questions***

Jill Barker, Anderson Preparatory Academy(K-12)
jbarker@goapa.org

Team Members: Richard Barker & Adam Fraley

In our teacher preparation programs, no one taught us the secret dance you have to do to convince the copier to print double-sided, right? As a society, many people face the fear of asking questions and the stigma that comes with not knowing what they think others perceive as information that they "should" know. As teachers, we encourage our students to ask questions, but we struggle to do it ourselves on many small issues that eventually add up to impact our work environment, school culture, and job satisfaction. Our project addresses this issue and more in order to help our teachers have access to all of the resources they need and to overcome the fear of asking questions.

****Lead Like a Pirate - How Will Increasing Teacher Support, Positive Language, and Activities Influence Our Building's Climate, Thus Leading to Better Student Engagement?***

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

Team Members: Taylor Butcher & Claire Miller

Our initial data indicated that our school climate needed a boost! We worked to develop intentional support for new teachers using a variety of supports. Additionally, we found ways to incorporate climate building activities for staff to show appreciation and to have some fun together! We have been building our morale with a Woot Woot Wagon, Twelve Days of Winter Break Celebration, Wellness Wednesday, and more!

Notes

Table 1**Tim Taylor, Facilitator*****PLC Culture of Collaboration**

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

Team Members: Sharon Wright & Kelly Knochel

Based on faculty survey results, our leadership team determined an opportunity existed to increase collaboration and to improve the culture of our Professional Learning Committee. During collaborative sessions at multiple Professional Learning Committee events, the faculty engaged as a team to focus on instructional improvements and to successfully build Boot Camp sessions in preparation for ISTEP.

***Working Together to Improve Instruction**

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

Team Members: Ann Bunnell & Kelsey Huber

Since the beginning of the 2017-18 school year, Jac-Cen-Del has established a weekly collaboration time for teachers focused on increasing rigor and student engagement in the classroom. Teachers were divided into two collaborative teams, one consisting of Language, Social Studies, and PE teachers and a second group made up of teachers from STEAM subject areas. Each group created a set of norms, conducted classroom visits, shared best practices and collaboratively developed a school-wide model of instruction. Additionally, these teams have worked to establish essential vocabulary for assessments and individual subject areas.

Table 2**Rod Hite, Facilitator*****Framing Our Focus: Using an Instructional Framework to Set Goals**

Veronica Eskew, East Chicago Urban Enterprise
Academy (K-8)
veronica.eskew@leonagroup.com

Team Members: Kristina Yoder & Karen Cameron

Eye-opener... What is ECUEA's Instructional Framework? Many staff thought we had one. Others did not know what it was. The bottom line is, that as a staff we had not developed an instructional framework as defined by Marzano. This was determined by survey data. Once this was discovered, we then established our framework. With this clearly outlined, we were able to measure how frequently we were living up to our expectations, identify focus areas of improvement, and set goals based on the data. *Framing Our Focus* captures our journey to defining instructional expectations and what makes ECUEA unique.

***TCI's Journey: Developing Our School-Wide Model of Instruction**

Brian Hagan, Tri-County Intermediate School (K-2)
haganb@trico.k12.in.us

Team Members: Holly Cook & Natasha Demerly

After analyzing level 2 HRS data, our team found that responses to leading indicator 2.1 ("The school leader communicates a clear vision as to how instruction should be addressed in the school.") were low. This presentation will outline our journey developing our model of instruction, progress made to date, and next steps in our continual improvements in teaching and learning.

Notes

Table 3**Dan Nelson, Facilitator******Creating an Instructional Model***

Jason Cary, Greenfield-Central High School
jcary@gcsc.k12.in.us

Team Members: Chris Wing & Michelle Overman

Our school has never had an Instructional Model. The corporation created an Instructional Model recently, but we wanted one that applied to just our building. We wanted to make something, with the help of our teachers, that was reflective of our expectations in our building.

****Instructional Model***

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

Team Members: Chris Krieg & Scott Miller

With all of the upcoming changes for high school students, JCHS decided it was time to turn our focus back to the basics - teaching and learning. With the help of our teacher-leaders, our staff created an instructional model defining, in our own words: learning, teacher engagement, and student engagement. We also created a list of should see, might see, and never see to accompany the definitions. Our graphic arts department is designing a poster to be displayed in all classrooms and work areas in the building.

Table 4**Jane Rogers, Facilitator******You Had Me at Data***

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

Team Members: Angela Miller & Denise Carden

Our team took the data from the Marzano staff surveys and determined that we needed to focus first on creating an Instructional Model for our school. We then developed a checklist from the Instructional Model as a guide for Instructional Rounds. We wondered if having teachers participate in Instructional Rounds would impact instruction. The data tells the story!

****Team Swayzee Game Plan***

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

Team Members: Mary Hall & Kellie Boucher

With the main purpose of ensuring that effective instruction and learning are a top priority in our building, we worked with our full team of teachers to develop and implement an Instructional Model that would provide common language, expectations, and focus for all staff and students. Through the process of developing and implementing the "Team Swayzee Game Plan," we have gained insights into ourselves, our colleagues, and the importance of "buy in."

Notes

Table 5**Rhonda Peterson, Facilitator******Defining Disrespect***

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

Team Members: Allyson Bradtmiller & Allison Slusher

Our PBIS ticket system has “disrespect” listed as an infraction, but very few of our ticket violations are for disrespect alone. Many of our tickets include another infraction with disrespect included. For this reason we wondered if our staff and our students had clear definitions of disrespect. Our collaborations and surveys have lead us down a path we didn't expect, and the topic of disrespect has been a much needed conversation.

****Making a Large Building Feel Small: Cultivating School Culture in Small Groups***

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

Team Members: Kim Pinto & Kelly Schetzle

The size of my building has almost doubled in the last 5 years. As we have grown, personal connections among staff have become less personal. New hires often have to find their own way in regards to our culture. Listen to our journey as we have placed our focus back on staff relationships to further strengthen Marzano Level 1.

Table 6**Paul White, Facilitator******Improving Student Achievement Through Reflective Practice***

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

Team Members: Becky Foltz & Tammy McDugle

Using feedback from the High Reliability School Survey, level 2, our team wanted to address indicator 2.4: "Teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data." Our team found opportunities to formalize already existing practices, as well as implement self-reflective practices, so that teachers could identify opportunities for improvement and positively impact student achievement .

****Providing Explicit Instructional Practices Expectations and Professional Development to Teaching Staff Impacts the Learning of All Students***

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

Team Members: Katie Brooks & Shari Leal

After analyzing level 2 HRS survey data, our team found that our instructional staff was unclear on district-wide expected instructional practices. Our presentation will outline our process for informing staff of the expectations and providing systematic and explicit professional development. We will share our preliminary data on the results of our systemic approach to providing clear expectations and professional development.

Notes

Table 7**John Pearl, Facilitator******Personalized PD Pathways***

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

Team Members: Anna Handy & Courtney Smith

Pleasant Run implemented weekly PLC's throughout the 2017/2018 school year. The information gathered throughout the PLC's provided Personalized PD Pathways to extend the learning of all staff members.

****What Do We Learn from Using PLCs to Create a Whole School Instructional Model?***

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

Team Members: Amy Hochbaum & Jessica Naspinski

Our district initiated PLCs at the district level, and we followed suit. We are using the state standards to create "priority standards" at each grade level. We also created a "What you should see and hear almost daily" data board for teachers to see what I (principal) see in my classroom walk-throughs. It's been enlightening.

Notes

Anderson, Tierney, S1,T5	5	Nelson, Krista, S2, T7	10
Barker, Jill, S3,T8	14	Noe, Tina, S4,T6	17
Brooks, Jeffrey, S2,T1	7	Peters, Grant, S1,T3	4
Buckler, Craig, S1,T6	5	Peters, Renita, S4,T5	17
Cary, Jason, S4,T3	16	Probus, Erin, S2,T5	9
Cauble, Shannon, S3,T8	14	Retherford, David, S1,T7	6
Connor, Jono, S2,T2	7	Ridenour, Matt, S4,T5	17
Cripe, Sherri, S4,T4	16	Rutzel, Destiny, S3,T5	13
Davis, Rick, S1,T3	4	Sivley, Amy, S1,T8	6
Dettinger, Greg, S2,T4	8	Starlin, Carol, S2,T7	10
Dodd, Chad, S4,T3	16	Stevens, Sarita, S2,T4	8
Eskew, Veronica, S4,T2	15	Stolarz, Jennifer, S3,T6	13
Galiher, Sean, S3,T2	11	Thompson, Bobby, S2,T6	9
Goodin, Darcie, S3,T7	14	Tickfer, Tammy, S2,T5	9
Goodlow, Johnny, S2, T3	8	Velthouse, Noah, S1,T8	6
Griffin, Pamala, S2,T6	9	Vlcan, Jill, S2,T2	7
Haas, Darren, S3,T4	12	Walters, Amber, S3,T6	13
Hadley, Robert, S1,T2	3	Webster, Marsha, S3,T5	13
Hagan, Brian, S4,T2	15	Werner, Daryl, S4,T1	15
Harsha, Andy, S2,T1	7	Wessel-Burke, Brook, S4,T6	17
Herrera, Holly, S1,T2	3	Wildman, Jay, S3,T7	14
Hettinger, Jeff, S4,T1	15	Wise, Cynthia, S4,T7	18
Holland, Mike, S1,T4	4	Wrightsmen, Christy, S1,T7	6
Hoover, Kathy, S3,T4	12		
Hopkins, Glen, S1,T4	4		
Kavanaugh, Steven, S3,T1	11		
Kelly, Trael, S1,T5	5		
Kemper, Kevin, S1,T1	3		
Kirk, Monty, S2,T3	8		
Knigga, Staci, S2,T8	10		
Koomler, Travis, S4,T7	18		
Lakes, Renee, S3,T1	11		
Lee, Jennifer, S3,T3	12		
Lengacher, Dena, S1,T1	3		
Lewis, Douglas, S3,T2	11		
Martin, Rob, S4,T4	16		
McCann, Patrick, S3,T3	12		
Morris, Laura, S1,T6	5		
Murphy, Jeff, S2, T8	10		

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

Marrs-Morford, L., Davis, L., & Ray, M. (2018). Implementing instructional rounds. Presented at the annual Indiana Principal Leadership Institute Showcase of Schools, Indianapolis, IN.



Creating a culture of inquiry rather than continuing to work in a culture of isolation represents a significant change within schools that must be supported. Systems successful in improving student learning are characterized by: articulated norms and values, a focus on student learning, reflective dialogue, collaborative practice, and deprivatization of teaching.

**Garmston, R.J. (2007).
Results-oriented agendas transform meetings into valuable collaborative events.
*Journal of Staff Development Council, 29(2), 55-56***

Happy Inquiring!!