

Indiana Principal Leadership Institute

Cohort 6
Showcase of Schools
April 14, 2020

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, pp. 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 - Noon | Showcase of Schools Celebration & Next Steps | |

Table 1
Mike Pinto, Facilitator

**Otterbein Instructional Model*

Rich Brown, Otterbein Elementary School
rbrown@benton.k12.in.us
Team Members: Katie Stuart and Jen Young

The purpose of this action research is to utilize Otterbein Elementary School staff perceptions, knowledge, and skillsets to create a unified instructional model. There are many educationally sound practices used by the professionals of the school, but a model needs to be put in place to drive conversation, practice, and professional development.

**Implementing an Instructional Model to Improve Instruction and Improve Learning Outcomes*

Justin Stok, Charter School of the Dunes
jstok@csdunes.org
Team Members: Lashonda Johnson and Madeline Bierman

Our team created and implemented an instructional framework based on Marzano's *New Art and Science of Teaching Framework*. We decided on this project to ensure our teachers are committed to improving their instruction, to have a common language, and to work toward our school's vision. The expectation is that teachers will continue to grow which will have a direct impact on student achievement.

Table 2
Melissa Pancake, Facilitator

**Improving Teacher Clarity with Creation of Grade Level Success Criteria*

Steve Snodgrass, New Haven Intermediate
ssnodgrass@eacs.k12.in.us
Team Members: Tasha Dommer and Shyra Belcher

John Hattie's "Visible Learning" research shows that teacher clarity significantly improves student success and teacher effectiveness. What students need to know and do at the end of a lesson or unit is the essence of teacher clarity. Without clarity, teachers and students can easily wander and become confused or frustrated. The New Haven Intermediate team will discuss and share the processes, successes, and failures of writing grade level success criteria to improve schoolwide teacher clarity.

**Rethinking Our Grading Practices in Southern Hancock Schools*

Jan Kehrt, Sugar Creek Elementary
jkehrt@newpal.k12.in.us
Team Members: Katie Nicholson and Jessica Walker

In the Community School Corporation of Southern Hancock County, there is a need for a set of equitable and consistent grading practices and guidelines. Teachers have had a great deal of autonomy in grading, and with the implementation of Effective Professional Learning Communities and our School Board's charge for our practices to be more alike than different, we have determined the need for consistency. Through a series of surveys, anecdotal conversations, and meetings using the design process, our committee has an understanding of current practices and is creating a path towards equitable communication of progress for all.

Notes

Table 3
John Pearl, Facilitator

****Prioritizing Professional Learning Communities: One Step at a Time***

Donna Biggs, Crichfield Elementary School
dbiggs@lpcsc.k12.in.us

Team Members: Allison West and Allison Younggreen

Our school has experienced an increased amount of staff turnover in the past couple of years due to retirements. As a result, it has been observed that our newly formed grade level teams are having difficulty communicating and collaborating. Therefore, we decided to implement weekly PLC meetings during a shared grade level planning time. This proved to be more challenging than anticipated; however, we have found that as difficult as it was, it proved to be valuable time spent.

****Teacher Instructional Efficacy Through Shared Leadership***

Jerome Lahlou, Forest Glen School of Spanish Immersion
jeromelahlou@msdlt.org

Team Members: Sarah Benitez and Mindy Miller

The purpose of our action research was to improve the instructional capacity of all teachers by strengthening their leadership and empowering them with shared leadership to take ownership of their learning and growth. We utilized PLCs as a vehicle for teaming and collaboration to help build a learning culture of execution in our school.

Table 4
Tina Noe, Facilitator

****Learning From Each Other Through Instructional Rounds***

Tracy Ahlbrand, Lydia Middleton Elementary
tahlbrand@madison.k12.in.us

Team Members: Sarah Lytle and Melissa Perry

To improve reading instruction, a book study on Jan Richardson's *The Next Step in Guided Reading* was implemented district-wide. When the book study was completed, all teachers were given materials to implement the strategies that they learned. At the same time, intensive professional development was provided in the area of math with a focus on developing a new math curriculum and implementing our current math program with fidelity. This action research project was developed to create opportunities for teachers to observe other teachers modeling the strategies learned. This project describes how we implemented staff instructional rounds to provide teachers with opportunities to observe, reflect, and implement those strategies and promote best practices in their classrooms.

****Implementation of a New and Improved Positive Behavior Intervention Systems (PBIS) Approach to Learning***

Erin Proskey, Culver Elementary School
eproskey@culver.k12.in.us

Team Members: Gayle Kinzie and Mark Maes

As the years go by, teachers and staff have noticed a rise in student disrespect towards staff and their peers. Administration felt that the current discipline system that Culver Elementary School had in place was not working, and we needed to look at it more closely. We needed to create a committee to review our current systems and come up with a plan that would better help teachers with student discipline.

Notes

Table 5
Angie Harris, Facilitator

**What's Around the Corner?*

Wendy Ivey, Highland Hills Middle School
Wivey@nafcs.org

Team Members: Heather Price and Ashley Nevin

There is never enough time! Our plates are full! How do we go from good to great? Give teachers the opportunity to visit their colleagues' classrooms to see best practices and great teaching techniques. They will get the chance to collaborate after the student-focused Instructional Rounds to discuss the feedback, content, and context elements that they observe from the Instructional Framework.

**Fostering Collaboration and Transparency and Consistency Using Instructional Rounds*

Dawn Sonsini, Northeastern Middle School
dsonsini@nws.k12.in.us

Team Members: Carrie Mitchell and Sara Williams

As a school, we created an instructional snapshot of best practices. We sorted what we should see and hear almost daily, might see and hear, and should never see and hear. From there, we implemented instructional rounds to provide teachers the opportunity to observe, learn, and provide feedback to each other. We wondered how highlighting best practices through instructional rounds might foster collaboration and create transparency and consistency across classrooms.

<https://www.youtube.com/watch?v=FNSYz4CYgoA>

Table 6
Jack Birmingham, Facilitator

**Developing Our Instructional Model*

Andrew McDaniel, Southwood Junior/Senior High School
mcdaniela@msdwc.k12.in.us

Team Members: Tammy Farlow and Angie Loschiavo

During the early part of the school year, we reviewed the data we had obtained through the HRS surveys. We scored well in the first level, but we were much weaker with the scores from Level Two. Given that weakness and guidance from the presentations by Dr. Warrick, we decided to establish our own model of instruction and learning.

<https://www.youtube.com/watch?v=J5flW-ZxcX4>

**Building Strong Connections*

Kara Skinner, Attica Jr / Sr High School
kskinner@attica.k12.in.us

Team Members: Annette Crane and Rachel Swank

How can the development of a schoolwide instructional model assist in both the creation and implementation of an effective PLC framework? Our journey included a focus on our instructional priorities as well as a structured opportunity to collaborate and grow together professionally. These initiatives were intentionally tied in with our school year theme

Notes

Table 7
Amy Bertram, Facilitator

**CLARITY, Consistency...Efficacy*

Tom Black, East Central High School
tblack@sunmandearborn.k12.in.us

Team Members: Susan Ketcham and Joe Lamb

Over the last several years, our high school and school system have been moving toward a more transparent approach to best practices through a streamlined evaluation tool. The issue/tension/dilemma/problem that led to our team's action research has been a lack of understanding/clarity when it comes to best practices and the true purpose of professional learning communities. This has stymied progress toward true teacher efficacy. Can common language, clarity, and understanding help us move from good to great as a school/school system? Therefore, the purpose of our action inquiry was to implement and measure commonality in language and practice regarding effective instructional practices based in part on the SDCSC evaluation tool and in part on Marzano/HRS and Hattie/Visible Learning.

<https://drive.google.com/file/d/1crOgMUXyJHrVsC4jGb4XDttnIWhM8I3w/view?ts=5ebf0c16>

**Shared Leadership-Developing People, Along with Systems and Structures, for Positive Outcomes*

Franklyn Bush, Lawrence Central High School
franklynbush@msdlt.k12.in.us

Team Members: Trinda Foley and Brian Maloney

A focal point going into being a principal at a large high school was to evaluate leadership and our systems and structures to meet board goals. Being in my third year, developing teacher-leaders, department leaders, and my assistant principals to carry out the vision was extremely important for the success of our school. Our project is to examine the positive impact of shared leadership.

Table 8
Ryan Langferman, Facilitator

**Implementing an Instructional Framework*

Michelle Ginkins, New Albany High School
mginkins@nafcs.k12.in.us

Team Members: Melissa Badger and Kelly Payne

According to research, staff survey feedback, and department coach inquiry, an instructional framework will help maximize teaching and learning, create a common language, allow teachers to focus their goals, and enhance administrator feedback. Through full-staff and department-level collaboration, we determined the high-impact strategies that would be a focus for our classroom instruction. We will share the process used to increase collective efficacy in this area.

**Building a Collaborative Mindset Through Mining Each Other's Classrooms for Instructional Best Practice*

Jen Sass, New Prairie High School
jsass@npsc.k12.in.us

Team Members: Kim Holifield and Chrystal Wilkeson

We have many talented teachers of all ages and experience levels whose methods could benefit other teachers across disciplines. To create an open door, collaborative culture, we believe it is important for all teachers to be given opportunities to explore classrooms outside of their own regardless of discipline. Taking small steps, we have managed to create the conditions for these opportunities and have seen teachers' initial resistance fading, signifying the beginnings of true collaboration and improved instruction.

Notes

Table 1
Jane Rogers, Facilitator

****Rethinking Our Grading Practices in Southern Hancock Schools***

Katy Eastes, New Palestine Elementary
keastes@newpal.k12.in.us

Team Members: Alison Polster and Carrie Whitaker

In the Community School Corporation of Southern Hancock County, there is a need for a set of equitable and consistent grading practices and guidelines. Teachers have had a great deal of autonomy in grading, and with the implementation of Effective Professional Learning Communities and our School Board's charge for our practices to be more alike than different, we have determined the need for consistency. Through a series of surveys, phone interviews, and meetings using the design process, our committee has an understanding of current practices and is creating a path towards equitable communication of progress for all.

****Using Standards-Based Grade Level Aligned "I Can" Statements and Exit Tickets to Improve Instruction and Student Achievement***

Robby Morgan, Central Noble Primary
morganr@centralnoble.k12.in.us

Team Members: Brenda Fleetwood and Kathy Gramling

Our team wanted to look at how our transition to exit tickets and "I Can" statements affected instruction and student achievement. We looked at teacher surveys and NWEA data to see if there were any noticeable improvements in either category.

Table 2
Melissa Pancake, Facilitator

****Creating an Instructional Model***

Haley Ringwald, Ouabache Elementary
haley.ringwald@vigoschools.org

Team Members: Valerie Kraemer and Laura Woodason

With new initiatives taking place each year and new teachers joining our team, we saw a need for an instructional model at Ouabache Elementary. The hope is that this model will help us stay focused and on the same page as a team of what to expect as a professional at Ouabache. What do we value at our school? As the instructional model is being created, will teachers learn new ideas or be reminded of best practices?

****Instructional Strategies for Growth***

Dean Fecher, Success Academy
dfecher@successacademysb.com

Team Members: Sara Dennis and Marcie Ritchie

By creating agreed upon, consistent, best-practice instructional strategies as a school community, we will, in the short term, improve our overall instructional practices, and in the long term, this will ultimately lead to better student growth and overall student scores.

Notes

**Table 3
Tina Noe, Facilitator**

****Shifting the Culture to Improve the Climate***

Holly Arnold, Newburgh Elementary
harnold@warrick.k12.in.us

Team Members: Cathy Brown and Lisa Butcher

This presentation shares our journey of bringing life back into the culture of our building. You will see practices and initiatives implemented that have had a positive impact on shifting our school culture and, in turn, strengthening the climate in our building.

****Supporting Our Staff to Support Our Students***

Kelly Wright, Kokomo School Corporation Head Start
kwright@kokomo.k12.in.us

Team Members: Kathy Tokarcik and Melanie Giek

We often hear that we have to take care of ourselves in order to be able to take care of others. This is a lot easier to say than to do. This school year started with a lot of changes on top of the normal demands of teaching. Before moving on to other areas of HRS, we knew we needed to put our staff first and focus on their overall wellness. Our project will highlight some of the wellness initiatives we started and look at how supporting our teachers leads to more support for our students.

<https://youtu.be/5oIVoYHuRsc>

**Table 4
John Pearl, Facilitator**

****Beyond the Checklist: Improving Instructional Practices and Collaboration Through a Defined Instructional Model***

Brad Stoneking, Batesville Primary School
bstoneking@batesville.k12.in.us

Team Members: Cathy Ollier and Nicole Johnson

“How do we, as a school, continue to improve instruction and collaboration?” Our project focuses on the creation of a well-defined instructional model through schoolwide collaboration. The instructional model encompasses the “must-haves” within all of our classrooms while also showing areas that we should never see as a school. The ultimate, most important goal of our project is to create more meaningful discussions around instructional practices through self-reflection, peer-to-peer conversations, and administrator-teacher feedback.

****Teacher Goal Setting that Leads to Higher Student Achievement***

Jennifer Teare, Brooklyn STEM Academy
jennifer.teare@msdmartinsville.org

Team Members: Melissa Dragonette and Erin Hutchings

What is the influence of teacher-generated instructional goals on student achievement? In this session, we will share how strengthening the teacher knowledge base of effective instructional practices leads to increased teacher ownership and results in higher student achievement. Our study shows how incorporating new techniques into daily routines positively impacts teacher practices and overall learning.

<https://youtu.be/u9Nv8bD0Vfc>

Notes

Table 5
Angie Harris, Facilitator

****Creating a Viable Instructional Snapshot***

Adam McDaniel, New Castle Middle School
amcdaniel@ncweb.me

Team Members: Kyle Fenstermacher and Vicki Madison

As a school, we know our ability to create meaningful and purposeful instruction consistently depends on communicating expectations regarding the instructional methods used. Utilizing a collaborative approach, we created an instructional snapshot to be used by all educators in our building.

****Know Better. Do Better - Awakening Our School Improvement Plan and Our Instructional Framework***

Craig Smith, Center Grove Middle School Central
smithc@centergrove.k12.in.us

Team Members: Teri Blau and Debby Burton

After analyzing Level 2 HRS survey data, our team found that our school's responses to leading indicator 2.6 ("Teachers have opportunities to observe and discuss effective teaching") was our lowest area evaluated. This presentation will outline the journey our school has traveled to increase our knowledge capacity of our School Improvement Plan while developing and implementing a clear focus on effective instruction. We did this by deepening our building-wide commitment to the *New Art and Science of Teaching* and the research-based best practices needed to increase student achievement. We look forward to sharing preliminary data on the results of deepening our capacity, implementing our intentional model of instruction, and participating in instructional rounds that we used to monitor our progress.

Table 6
Lynn Simmers, Facilitator

****Instructional Rounds***

Kirsten Clark, Clinton Prairie Jr.-Sr. High School
kclark@cpsc.k12.in.us

Team Members: Megan Scott and Jennifer Fitch

"The greatest experts are often just down the hall." Therefore, our project is instructional rounds—giving our teachers the opportunity to observe their colleagues and grow their craft. Our teacher-leaders created a schedule, including a floating sub to cover classes for teachers to observe and be observed in their classrooms. After each observation, a debrief occurred, focusing on the positives in the lessons. Our ultimate goal is that teachers will continue to visit other classrooms and build an even greater collaborative environment.

****Collaborative Learning - Instructional Rounds***

Jody French, Perry Central Jr. Sr. High School
jfrench@pccommodores.org

Team Members: Abbie Brockman and Heidi Zellers

Learn how we utilized Robert Marzano's collaborative process to help our faculty conduct a deep professional dialog with their peers about engaging and effective teaching practices through instructional rounds.

Notes

Table 7
Shawn Wright-Browner, Facilitator

**Classroom Practices Focusing on Feedback and Teacher Clarity*

Anna Murphy, New Haven High School
amurphy@eacs.k12.in.us

Team Members: Maureen O'Donoghue and
Michelle DeCamp

How do we equip teachers with the tools to address student trauma, and what best practice instruction needs to be in place? What kinds of things should we see daily in the classroom, and what things should we NEVER see in the classroom?

**Developing an Instructional Framework in a Large High School*

Rob Willman, Floyd Central High School
rwillman@nafcs.k12.in.us

Team Members: Kelly Bratcher and Chad Clunie

After analyzing Levels 1, 2, and 3 HRS data, our team found that our school could show the most improvement in Level 2. Presently, we do not have a clear instructional goal or framework. This presentation will monitor our school's journey through this process.

Notes

**Table 1
Jane Rogers, Facilitator**

****Building A Schoolwide Model of Instruction***

Phil Boone, Southwood Elementary School
boonepr@msdwc.k12.in.us

Team Members: Megan Wright and Patty Steele

To create consistency for our students and common language among our teachers, we discovered the need to develop a model for instruction that would guide our teaching and learning across all settings. Our model of instruction was developed through examining effective teaching practices, having conversations amongst our staff, and deciding together what should occur in classrooms each day, what may occasionally occur, and practices that would never occur.

****Instructional Model-Sharing & Promoting Effective Instructional Practices***

Elizabeth Markward, Crestdale Elementary School
elizabethm@rcs.k12.in.us

Team Members: Kara Brush and Addie Thomas

What impact does adding in purposeful SEL and collaborative sharing of instructional practices have on student academic and behavioral performance? In our session, we will share the strategies, practices, and professional development implemented to foster a positive learning environment. We will show the effects that these activities had on student success and the overall climate of the classroom and school.

**Table 2
Mike Pinto, Facilitator**

****What's Your Why? When Looking at Data***

James Hough, Triton Central Elementary School
jhough@nwshelbyschools.org

Team Members: Karla Aukerman and Emily Cramer

Our team's project is centered on looking at and using NWEA data. "What's the Why?" is the central theme. When looking at data, we need to dig a little deeper and see if we can find the "Why." Why are our students not making the progress we had hoped for? You need to know your WHY in everything that you do!

****Teacher Efficacy: A Case for Best Practice Libraries***

Rhonda Myers, Prairie View Elementary School
rmyers@npusc.k12.in.us

Team Members: Lauren Dyer and Wendi Hemphill

Dr. John Hattie found that teacher efficacy had a large impact on improving learning. With the purchase and implementation of Swivl cameras, teachers recorded and improved teaching techniques. The videos are loaded into our "Best Practice Library."

Notes

Table 3
Jack Birmingham, Facilitator

**Self Reflection Through Instructional Rounds*

Jennifer Coyle, Meredith Nicholson Elementary
jecoyle@cville.k12.in.us

Team Members: Kristi Jones and Angie Brown

How can instructional rounds increase self-reflection and improve conversations with other teachers? By introducing instructional rounds that included designated time for debriefing, our goal was to increase the comfort level of teachers, not only visiting other classrooms but hosting teachers in their rooms. Through these non-evaluative observations and debriefing sessions, teachers were able to talk in small groups about instruction, classroom management, and reflect on their own teaching.

**Making the Rounds: How Can Learning from Each Other Improve Instruction?*

Marci Galinowski, Mollie B. Hoover Elementary
mgalinowski@cville.k12.in.us

Team Members: Suzanne Furgye and Rhonda Bacon

The Hoover Elementary School Leadership Team used action research to determine the usefulness of instructional rounds, find out if instructional rounds had a positive impact on classroom practices, and if teachers obtained new strategies to use with students to increase engagement and achievement.

<https://youtu.be/9IkiPw-o1TA>

Table 4
Tina Noe, Facilitator

**The Warrior Snapshot*

Michael Chen, Woodlan Elementary
mchen@eacs.k12.in.us

Team Members: Staci Salzbrenner and Kelly Snyder

We know our goal is to promote a positive classroom environment, positive interactions among students and staff, and clear expectations. Therefore, we are creating an instructional model snapshot to support teachers and students.

**PLC's and Professional Goals*

Erica Glenn, Carrie Gosch Early Learning Center
eglenn@ecps.org

Team Members: Terri Lewis-Johnson and
Melissa Van Vossen

Our team of teachers created a Schoolwide Instructional Model. Each teacher reviewed the model, collected data, and identified an element from our model as a focus point. Professional goals were developed based on the elements selected from the Instructional Model, followed by the use of action research to strengthen instructional practices. As a result of this process, our PLC time became more collaborative and meaningful, as teachers had more time to refine their practice and increase student learning.

Notes

Table 5
Lynn Simmers, Facilitator

**Getting Better Together*

Chris Gearlds, DELC Blue Academy
cgearlds@decaturproud.org

Team Members: Kaylee Fuller and Megan Ruder

As C.S. Lewis says, "You are never too old to set another goal or to dream a new dream." We challenged our team to do just that—set new goals, learn new things, engage our students, and ultimately dream new things. We worked as a team to research and develop engaging activities that our students have never been engaged with. You are never too old to learn; we become students as we are teaching. Our teachers and coaches have been working together purposefully planning, finding new ways to instill intrigue, and developing an authentic classroom experience. We expect our students to learn, reflect, grow, and be engaged, and we as educators must do those things as well.

<https://www.youtube.com/watch?v=wwRhbyvPeUY>

**Developing PLC's at the Elementary Level*

Angileah Bark, West Vigo Elementary School
angileah.bark@vigoschools.org

Team Members: Christy Bastian and Sarah Butts

This presentation will explain the process our school began towards implementing PLC's schoolwide. The team will present how we assessed the need for PLC's, developed a timeline for implementation, and chose topics for our PLC's in hopes of increasing teacher and student success.

Table 6
Shawn Wright-Browner, Facilitator

**Collaboration Through Culture*

Jayme Herbert, Greendale Middle School
jherbert@lburg.k12.in.us

Team Members: Jeana Cox and Jennifer Fischer

Teachers are constantly looking for the next best thing to implement and often forget they have experts in their own building. Learn how we turned our mini action research project on culture into a full year project on teacher collaboration.

**Motivating and Engaging Middle School Students*

Thomas Hughes, Maple Crest STEM Middle School
thughes@kokomo.k12.in.us

Team Members: Matt York and Kellie Strader

After Analyzing HRS data and school-wide walkthrough data, we identified student engagement in classroom activities to be an area of great need. This presentation will walk through our process of dissecting engagement to its core and beginning a process of instructional rounds focused on student engagement.

Notes

Ahlbrand, Tracy, S1,T4 4

Arnold, Holly, S2,T3 8

Bark, Angileah, S3,T5 13

Biggs, Donna, S1,T3 4

Black, Tom, S1,T7 6

Boone, Phil, S3,T1 11

Brown, Richard, S1,T1 3

Bush, Franklyn, S1,T7 6

Campbell, Nancy, S3,T7 14

Chen, Michael, S3,T4 12

Clark, Kirsten, S2,T6 9

Coyle, Jennifer, S3,T3 12

Eastes, Katy, S2,T1 7

Fecher, Dean, S2,T2 7

French, Jody, S2,T6 9

Galinowski, Marci, S3,T3 12

Gearlds, Chris, S3,T5 13

Ginkins, Michelle, S1,T8 6

Glenn, Erica, S3,T4 12

Gresham, Doug, S3,T7 14

Hammond, Ashley, S3,T7 14

Herbert, Jayme, S3,T6 13

Hough, James, S3,T2 11

Hughes, Thomas, S3,T6 13

Ivey, Wendy, S1,T5 5

Kehrt, Jan, S1,T2 3

Lahlou, Jerome, S1,T3 4

Markward, Elizabeth, S3,T1 11

McDaniel, Adam, S2,T5 9

McDaniel, Andrew, S1,T6 5

Morgan, Robby, S2,T1 7

Murphy, Anna, S2,T7 10

Myers, Rhonda, S3,T2 11

Proskey, Erin, S1,T4 4

Ringwald, Haley, S2,T2 7

Sass, Jen, S1,T8 6

Skinner, Karalyn, S1,T6 5

Smith, Craig, S2,T5 9

Snodgrass, Steve, S1, T2 3

Sonsini, Dawn, S1, T5 5

Stok, Justin, S1, T1 3

Stoneking, Brad, S2,T4 8

Teare, Jennifer, S2,T4 8

Tobon, Veronica, S3,T7 14

Willman, Rob, S2,T7 10

Wright, Kelly, S2,T3 8

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.

R.J. Garmston
Results-Oriented Agendas Transform Meetings into Valuable Collaborative Events
Journal of Staff Development Council, 2017, pp. 55-56

Happy Inquiring!!