

# Indiana Principal Leadership Institute

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Cohort 10  
Action Research  
Showcase

April 12, 2023



# 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, 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 - 11:30 am	Action Research Celebration	

**Table 1**  
**Tom Stoner, Facilitator**

*\*Shifting Floors*

**Chris Gabriel**, Union Center Elementary

Recognizing my base (harmonizer and persister) and then understanding how to better connect with people by enhancing my ability and agility to shift floors!

*\*One Word: Connection*

**Elizabeth Miller**, Western Wayne Elementary

I have three teachers in my building that I am working to connect with. We don't see eye to eye and I am trying to build relationships with them so ultimately our school culture gets better.

**Table 2**  
**Jennifer Griffin, Facilitator**

*\*Where am I spending my time?*

**Ryan Lauber**, South Ripley Elementary

I am using a Google spreadsheet to track my time throughout the school day. I have broken my time into the categories of supervision, staff relations, community/parents, discipline, self, and administrative duties.

*\*Finding Professional Balance: Inefficient or Intentional?*

**Sarah Greulich**, Harris Elementary

In this project, I explore if I am able to improve how I feel about myself and my leadership by being more intentional with my professional time. While I am naturally an organized person, through quantitative data and qualitative explorations, I reflect on how I spend my time and engage with my staff to meet my phase needs and improve my sense of leadership effectiveness.

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**Table 3  
Diamond Robinson, Facilitator**

*\*Increasing my Bandwidth*

**Kevin Beveridge**, Southridge Elementary

I am working to shift my personality structure in order to build better relationships with staff. I will do this by trying to see issues through their personality structure. I will also work harder to praise and have compassion for staff.

*\*Creating moments to feed my motivation*

**Kim Davis**, Indian Creek Intermediate School

I am researching how my leadership is impacted by meeting my own motivational needs to build relationships with my staff. I will connect with one person daily to build better relationships - tracking who and when I talk to along with reflecting on how my leadership is impacted by this practice.

**Table 4  
Brian Hagan, Facilitator**

*\*The Johari Window- Strengths & Blindspots*

**Brandon Kresca**, Tippecanoe Valley High School

Often, there is very little overlap between the management areas leaders think they need to improve, and the weaknesses identified by those they lead. The Johari Window is an effective tool for developing leadership as it enables a leader to identify areas that they need to work on and issue they have. It is great for helping to create honest conversations within a business and for gaining the ability to build trust. "The greatest risk as a leader is failing to recognize your own potential for blindness... knowing these blind spots forces you to look more carefully at your behavior in order to properly address weaknesses."

*\*The use of informal walkthroughs to gauge my effectiveness as a leader*

**Derik Hutton**, South Ripley Junior High School

I am taking a pre-test to score how well I feel that I am expressing my expectations for teachers in terms of class management and lesson designs. I will then complete a full round of observations and then take a post test to see if I am accurate in my assumptions and what areas I need to improve on to lead my faculty. This is flipping staff observations around and using them for improving myself instead of using them to help teachers improve themselves.

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**Table 5**  
**Mike Pinto, Facilitator**

*\*Finding and Leading from my Blind Spots*

**Bakari Posey**, Brook Park Elementary

I will define and identify my blind spots by receiving feedback from my peers and colleagues. Then I will see how my blind spots align with my beliefs and values to see how it impacts my leadership.

*\*Avoiding the Drama Triangle: Open, Resourceful, and Persistent Leadership*

**Dr. Chris Kates**, Eastview Elementary

Based off the PCM work and the text Conflict without Casualties: A Field Guide for Leading with Compassionate Accountability (by Dr. Nate Regier), I set out to discover whether or not there were consistent behaviors or mental states that were predictors of my "Thinker Distress" patterns. Could I get to a point where I could see my own drama coming from a mile away? Could I learn to pivot in the moment when I began to over-think or over-explain? Through the process, how could I deepen my understanding of self and others?

**Table 6**  
**Tina Noe, Facilitator**

*\*Help! I need to ask for help, but I'm a Harmonizer!*

**Jillian Kemp**, Scott Middle School

As a Harmonizer, I focus more on the feelings of others than my own. I want to make sure that everyone around me (at work and at home) are good and not overwhelmed; which tends to force me to put more on my plate and overwhelm myself. Through this project, I will track how often I can ask for help, say no and lighten my load, so that I can become more effective and less stressed daily.

*\*Finding Joy*

**Amy Troyer**, Swanson Traditional School

I will take 15 minutes each Friday to research, plan, and schedule joyful events on my calendar. Data collection will be the date scheduled, event, accomplished, joyful score, and comments. As I find more joy, I hope that feeling leads to more flexible, fluent, and happy thoughts. I hope the feeling of joy will carry over to the next day making me feel more productive, healthier, and will improve my leadership style.

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**Table 7**  
**Adam McDaniel, Facilitator**

*\*Timely Thoughts*

**Michael Casey**, Milford School

I often wonder how I can better myself as an imaginer -- reflective, imaginative, and calm -- to best lead myself on a daily basis. I have pondered this topic for many years. I remember my passion and focus while competing in athletics and academics during my educational years. I truly believe that focusing on my thoughts, whether in my head or on paper, will greatly impact the daily lives of myself and others around me.

*\*Phase Needs with the Little Things*

**Heather Gant**, Walnut Grove Elementary

Knowing my PCM Base and Phase needs, my action research project is focused on capturing and taking notice of the little things that demonstrate a contribution to what is most important and to being productive and efficient. The desired outcome is to fulfill my motivation needs internally to prevent distress symptoms rather than needing external recognition of principled and productive work.

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**Table 1**  
**John Pearl, Facilitator**

*\*I wonder if I focus on being aware of my feelings in times of frustration and implement a neutralizing routine if I will increase my harmonizer skills?*

**Patty Karban**, Darden Elementary

Implement a neutralizing routine our Teacher Leadership Team developed.

A- Air (take a breathe)

E- Empathy Statement (tell myself or say a statement)

D- Delayed response (don't provide an immediate response to students, staff or family members)

I will keep a reflection journal daily on my use of AED. The journal will include three components:

Antecedent - event

My feelings

My action and response

*\*Affirming Relationships through Intentional Use of Time*

**Mary Beth Fischer**, Maple Glen Elementary

My project centered around intentional scheduling of my time to develop affirming relationships with people I care about. I identified a focus group of 7 teacher leaders, learned about their languages of appreciation, and utilized habit stacking to be intentional about affirming relationships. The wondering was to determine if this would help me better understand how to guide others in their personal development.

**Table 2**  
**Shane Killinger, Facilitator**

*\*Tracking motivational factors for thinker base and phase and the impact on perception of job satisfaction*

**Kaycie Soderling**, Perry Heights Middle School

This project is based on the question, "I wonder if intentionally tracking my motivational thinker needs will impact my perception of job satisfaction as a middle school principal?". The goal of this project is to examine engagement in 7 motivational factors for a thinker base and phase and the potential correlation to perceived job satisfaction. The principal tracks which motivational factors were used each day as well as job satisfaction as high, neutral, or low.

*\*Maximizing Effectiveness by Maximizing Motivators*

**Joshua Blossom**, Wabash High School

Leaders must have their motivational needs met regularly to ensure professional effectiveness, energy, and fulfillment. This inquiry identifies how often the subject, a Process Communication Model Base and Phase Harmonizer, engages in activities that meet the motivational needs of recognition of person and sensory in the workplace. Data analysis suggests ways to increase motivation and corresponding effectiveness.

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**Table 3**  
**Leigh Barnes, Facilitator**

*\*Increasing Reflection Time to Avoid Burn-out*

**Michelle Beck**, Covington Elementary

I wonder, if I make a conscious effort to reflect on my day and ask myself each of the questions that challenge my Harmonizing ways, will one of those questions rise to the surface as a contributing factor to a fulfilling day?

*\*The Impact of Self-Care on Job Satisfaction*

**Dominique Franklin**, Skiles Test Elementary

For 6 weeks, I will intentionally complete self-care tasks while collecting data through check-ins and daily logs to evaluate the impact of self-care on job satisfaction. I will look for any changes in attitude towards job satisfaction and mood when self-care activities have been intentional. I will also collect data from colleagues and my spouse to identify growth in job satisfaction and overall mood.

**Table 4**  
**Tom Stoner, Facilitator**

*\*Planning for Productivity*

**Terrence Roe**, Churubusco Jr/Sr High School

In an effort to maximize my productivity, I will plan out 2-3 important projects and identify milestones in a timeline for completion. The timeline will have time scheduled for working on the projects so that I can track my productivity.

*\*Perfect isn't always efficient!*

**John Markward**, Northeastern High School

I struggle with trying to make sure that everything that I do is perfect and it impedes my efficiency. My wondering is that if I do not let perfect get in the way of good, will I be more efficient. I am working to let go of perfection to make things good so I can improve how I am performing.

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**Table 5**  
**Jennifer Griffin, Facilitator**

*\*Intentional Interaction*

**Josh Davenport**, Fountain Central Jr/Sr High School

My wondering is as follows; If I positively and intentionally interact with a minimum of 10 students a week, will I improve my leadership capacity with more confidence interacting with students throughout the school day?

*\*The Impact of Intentional Habit Building - Scheduling*

**Steven Pelych**, Creekside Middle School

This project focuses on how the weekly habit of intentional scheduling will better help me manage my time in school and at home. By implementing strategies learned from the book, "Atomic Habits", I hope to draw a relationship to how developing new habits can impact my personal and professional life.

**Table 6**  
**Mike Pinto, Facilitator**

*\*Balancing Work Life and Home Life*

**Kathy Prince-Williams**, The Early Learning Center Brook Park

My project was decided upon when I came to the realization that even though I said that I wasn't going to go home when the custodians left at night, I am still a workaholic. I started tracking the time I left work, the amount of work I took home, and the amount of time I spent at home doing school related work. The results for some areas have improved... not all areas. I still have work to do...

*\*Work/home balance to decrease burnout and optimize productivity.*

**Mallory Cameron**, Little Spartans Preschool

The evening before I will determine the time I will leave the next day by noting it on my daily organizer. Personal goal will be to leave at 5:30p.m. or before at least two days a week to do a more concrete activity, such yoga, walking, etc.

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**Table 7**  
**Diamond Robinson, Facilitator**

*\*Have You Filled Your Bucket Today?*

**Erika James**, Culver Elementary

It is so easy to get lost in the day to day of being a principal. Making thousands of split second decisions daily can wear you down. As a harmonizer, I often put myself at the end of the "to do" list. How can feeding by base harmonizer phase, taking care of my needs, help me to build capacity as a leader?

*\*Take Five*

**Amanda Pyle**, Eastern Hancock Elementary

I found myself mentally and physically exhausted at the end of most school days. My project focused on deliberately "taking 5" to create a reset when distress started. You will learn about the journey I took to help feel more fulfilled and ready to better handle the daily demands of this crazy, amazing job!

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**Table 1**  
**Brian Hagan, Facilitator**

*\*My Balanced Journey*

**Anne Ruiz**, Abraham Lincoln Elementary

Through reflection of my work and personal life, I will create a balance that will allow me to do my best work as a leader. This process will help me be creative, have energy and be a successful individual.

*\*The purpose of my action inquiry is to build more boundaries and find a better school life balance. I want to be more intentional about taking care of my mind and body for mental clarity in juggling the many hats I wear as principal of Blue Academy.*

**Adam Allen**, Blue Academy

Began a fitness routine 4-5 times per week.  
Schedule 1 hour of "Red, White & Blue" time at school each day.  
Track daily stress level and mental clarity everyday via Google Forms to collect data.

**Table 2**  
**Tina Noe, Facilitator**

*\*Satisfying base phase to increase leadership capacity*

**Tracy Strieder**, Lincoln Elementary

As a Thinker, I get fulfillment from growing the competencies of others. My project uses journaling, anecdotal notes, and calendar events to track when I have done this and how it has impacted me. The desired result is that this data will encourage me to continue to be more intentional about promoting the competency of others as a leader.

*\*Recognizing the Good*

**Meggan Hoag**, Coesse Elementary

One of my primary distress behaviors is to notice and correct the mistakes of others. Will being intentional about recognizing and celebrating the good work people are doing increase my job satisfaction and enable me to recognize the good more naturally?

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**Table 3**  
**Adam McDaniel, Facilitator**

*\*Love Letters to Myself*

**Kelley Cox, Westwood Elementary**

Sometimes our stories do not quite go as we plan and how we respond to the sudden plot twist is rooted in our daily perspective. My project was an opportunity for me to be intentional in seeing the good in my life and the opportunity to channel my grief into joy.

*\*Time Management and Renewed Professional Joy: Is There a Correlation?*

**Laura Kile, Deerfield Elementary**

The heart of my decision to participate in IPLI was my pursuit of a renewed sense of overall job satisfaction. Through our study of the Process Communication Model, I learned more about my own personality. My base and phase personality type is Thinker. My motivational needs are recognition of productive work and time structure. In this project, I focused on strategies to manage the time in my work day in an effort to impact my overall job satisfaction.

**Table 4**  
**Shane Killinger, Facilitator**

*\*Let it Go*

**Stephanie McCann, Grandview Elementary**

I wonder why I feel compelled to control/plan all school events without team input. I am currently designating committees to execute special projects around school culture goals. During this process I am closely monitoring my own thoughts and journaling before, during, and after events are complete.

*\*Last Call*

**Julie Young, V.O. Isom Elementary**

Make a "last call" as I end my day to a student's parents and staff member recognizing a positive with each of them. The purpose is to see if it makes me more aware of staying positive, recognizing the positive, and experiencing the positive feelings from those I send messages or make phone calls to.

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**Table 5**  
**John Pearl, Facilitator**

*\*In Search of Perfect Balance*

**Victor Bush**, Belzer Middle School

As a first year principal, I felt the need to go deeper than the traditional "to do" list. In order to grow in a holistic manner (personally & professionally) I had to implement a system that would allow me to fulfill my forever growing tasks, reflect on my experiences, & develop action plans that result in productive outcomes.

*\*"Sunday, Sunday, Sunday - Living for a Meaningful Sunday"*

**Kirk Amman**, New Castle High School

I have always struggled to relax on Sundays and not get too focused and stressed on the upcoming week. Therefore, my project is "To Relax, Refresh, Engage, and Live in the Moment on Sundays - Personally and with Family."

I am doing weekly reflections and surveys in this regard. I wonder what happens when I ask myself the 4 motivational needs questions each week (from PCM Page 14)?

1. Have I nurtured relationships that I care about?
2. Have I taken care of me?
3. Have I asked for what I want?
4. Have I maintained my personal boundaries?

**Table 6**  
**Leigh Barnes, Facilitator**

*\*Creating Balance and Boundaries*

**Dana Cassidy**, Batesville Intermediate School

Over the past few years, I've lacked the focus and organization which have always been my personal strengths. In my efforts to be "everything for everyone," I've forgotten about my own needs and passions. My goal is to provide a more defined balance between my personal and professional life by following our school theme for the year: "Smarter, Stronger, Happier, and Healthier".

*\*Making Mindful Choices: Healthy Habits to Avoid Leadership Burnout*

**Sarah Kilander**, Irving Elementary

My project consists of identifying and practicing healthy ways to manage my stress levels outside of school. I will journal on these activities and then measure the impact it has on my leadership "burnout" with a professional quality of life health measure survey.

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Allen, Adam, S3,T1 .....	11	Karban, Patricia, S2,T1 .....	7
Amman, Kirk, S3,T5 .....	13	Kates, Chris, S1,T5 .....	5
Beck, Michelle, S2,T3 .....	8	Kemp, Jillian, S1,T6 .....	5
Beveridge, Kevin, S1,T3 .....	4	Kilander, Sarah, S3,T6 .....	13
Blossom, Joshua, S2,T2 .....	7	Kile, Laura, S3,T3 .....	12
Bush, Victor, S3,T5 .....	13	Kresca, Brandon, S1,T4 .....	4
Cameron, Mallory, S2, T6 .....	9	Lauber, Ryan, S1,T2 .....	3
Casey, Michael, S1,T7 .....	6	Markward, John, S2,T4 .....	8
Cassidy, Dana, S3,T6 .....	13	McCann, Stephanie, S3,T4 .....	12
Cox, Kelley, S3,T3 .....	12	Miller, Elizabeth, S1,T1 .....	3
Davenport, Josh, S2,T5 .....	9	Pelych, Steven, S2,T5 .....	9
Davis, Kim, S1,T3 .....	4	Posey, Bakari, S1,T5 .....	5
Fischer, Mary Beth, S2,T1 .....	7	Prince-Williams, Kathy, S2,T6 .....	9
Franklin, Dominique, S2,T3 .....	8	Pyle, Amanda, S2,T7 .....	10
Gabriel, Chris, S2, T3 .....	8	Roe, Terrence, S2,T4 .....	8
Gant, Heather S1,T7 .....	6	Ruiz, Anne, S3,T1 .....	11
Greulich, Sarah, S1,T2 .....	3	Soderling, Kaycie, S2,T2 .....	7
Hoag, Meggan, S3,T2 .....	11	Strieder, Tracy, S3,T2 .....	11
Hutton, Derik, S1,T4 .....	4	Troyer, Amy, S1,T6 .....	5
James, Erika, S2,T7 .....	10	Young, Julie, S3,T4 .....	12

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

**Andrews, K. (2022). 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*, 5<sup>3</sup> 5, p. 8<sup>0</sup> ; 1 7)

# Happy Inquiring!!

“Great Principals, Great Schools!”

