

Indiana Principal Leadership Institute

Cohort 11
Action Research
Showcase

April 10, 2024



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
Amber Walter, Facilitator

*Coding Staff PCM to Personalize Communication

Jennifer Norris, Farrington Grove Elementary

As a new administrator with a harmonizer base and thinker phase, I want to diversify my communication and support to my staff and increase my leadership agility. My staff is used to a leader that issues directives without staff input. I want staff to have a say so and feel like they are a part of the decision making process. By doing this, I will fulfill my harmonizer base by creating stronger relationships within the building.

*Assertive Communication for Conflict Resolution and Relationship Enhancement

Brian McMahan, Tri Township Schools

After grasping the Process Communication Model, I've discovered my logical and compassionate nature at work, yet I tend to overthink when distressed, hindering delegation and fostering a cycle of rejection. To improve as a school-building leader, I aim to adopt a proactive stance, fostering direct and honest conversations with colleagues, ultimately reducing job stress and enhancing work-life balance.

Table 2
Chad Rodgers, Facilitator

*Providing Direct and Meaningful Teacher Feedback

Jared Miller, South Central Jr. Sr. High

It is important to be intentional about communicating feedback to teachers in a direct and meaningful way. As a Harmonizer, I tend to be empathetic and sensitive with communication and want to provide a more direct way in giving teachers critical feedback. For some teachers who are more factual and black and white, my communication could be viewed as wishy- washy. My goal is to develop a system to provide direct and meaningful instructional feedback to better the teaching and learning in the school while building rapport with my staff.

*Perceived Intent

Jacob Rodriguez, Colonel Wheeler Middle School

The purpose of this AR project is to determine if people are perceiving my communication(s) in the same way I intend them. I will also reveal if my intentions are clear to my audience through messaging. Specifically, I will rate a series of communication via email each week, to determine if the message was compassionate, moderate, or direct

Notes

Table 3
Christy Merchant, Facilitator

*Symphony of Connections: Building Bridges with Harmonizer Personalities

Jonathan Guthrie, North Montgomery High School

My PCM analysis shows an extremely high bandwidth in the thinker phase and a low bandwidth in all others. This project is meant to find a meaningful way to practice engaging with teachers who I perceive to have a base of harmonizer as a way to increase my own harmonizer bandwidth.

*Stress Less, Achieve More: Building Connection and Fulfillment through an Intentional Use of Time

Katrina Isch, Adams Central Middle/High School

The purpose of my inquiry was to learn how to intentionally honor both my Thinker Phase and Promotor Base in ways that invite purpose, connection, and joy to my daily schedule. Through my action research, I learned that I can meet both of my personality types' needs by intentionally scheduling (Thinker) activities that provide space to live my mantra: stay positive, work together, make it happen (Promotor).

Table 4
Amy Lunsford, Facilitator

*Intentionally Scheduling Harmonizing Activities to fill my Harmonizer Phase and Thinker Base.

Sarah Zack, Washington Woods Elementary

Through my action research project I have found that Intentionally scheduling harmonizing activities, keeps me positively charged. This shift in mindset has changed my perspective and priorities on what is most important as a building leader. Building connections with students through daily interaction makes me more fulfilled in my daily profession, as a principal.

*Harmonizing for a Balance

Jennifer Hall, Hose Elementary

Harmonizing, while not one of my stronger bands, is area that helps with creating positive connections. Because I know I prefer to have direct communication, I can cause a 'shut down' when trying to collaborate with others.

Notes

Table 5
Amy Linkel, Facilitator

*Forging Connections: A Quest for Leadership Excellence through Strategic Rapport Building

Aubree Smith, Clinton Central Elementary

My AR Project has been all about building rapport and creating opportunities to create contact with staff members that I lack strong relationships with. I started off targeting 5 staff members and ended up adding another; only to 'bless and release' 2 of them by the end of the project. I didn't want to set my harmonizer self up to fail, and kept an open mind while I collected data and reflected on my behaviors & leadership.

*Touchpoints: Building My Leadership Capacity Through Relationships

Rasheeda Green, William McKinley Elementary

Research states that taking the time to build a strong culture and foundation through relationships nurtures the changes that you want to see in school. My leadership wondering is centered around the question of: If I positively and intentionally interacting with a minimum of three staff members per week will this increase my confidence and leadership capacity to build trusting relationships with staff.

Table 6
Brittany Greene, Facilitator

*Effects of Walk-throughs

Scott Upp, LaPorte High School

Can walk-throughs create a positive working relationship between administration and staff. I have completed over 50 walk-throughs so far this year and have seen positive results. Teachers have responded in a positive way as a result of leaving "walk-through notes" (hand written carbon copy) on their desk immediately after a walk-through has been completed.

*A Mosaic of Leadership Values

Aretha Britton, Rhoades Elementary

Leadership is made up of many individual moments, experiences, and choices that contribute to the overall picture. Thriving on achievement and the need to be productive, I maintain a daily To-Do list and include 1-2 positive highlights. As of February, I have embarked on a reflective journey, organizing and sorting the positive highlights noted from October 2023 to February 2024. This collection spans various aspects of my leadership centered around student interactions, teacher interactions and development, curriculum-instruction-assessment, my professional learning or sharing, problem solving, and a category for other. My primary inquiry revolves around discerning whether the recorded moments authentically reflect the core values I cherish in my leadership. Then I will deliberately create more opportunities that fortify these valued patterns in the intricate mosaic of my leadership journey.

Notes

Table 7
Jamie Carroll, Facilitator

*In Pursuit of Excellence: Balaancing Strategies for Sustainable Productivity

Michele Eaton, Warren Online Academy

In this action research project, I am exploring strategies for optimizing my productivity without burning out. From understanding what productivity means to me, testing out practical strategies, to eventually identifying the nuanced "sweet spot" that balances efficiency and personal well-being, my research involves daily reflections and systematic implementation of multiple productivity strategies. By April, my goal is to discern effective productivity practices, aiming for balance that's not just about getting things done but also about feeling fulfilled in the process.

*REST, RECHARGE, REVIVE

Chiquita Adams, Jefferson Traditional Middle School

My AR project is focused on self care and wellness. The inquiry explores how getting enough water, sleep, exercise, mindfulness and family time will affect my mental health and wellness, and my ability to perform my job well and with energy and verve.

Table 8
Brent Bokhaart, Facilitator

*Recognition of Psychological Needs

Megan Cripe, Southwick Elementary

A daily self-reflection was conducted through a Google Form for sixty days. The self-reflection tool was used to collect data trends of the events, activities, or responsibilities that most fulfill the psychological needs identified through the PCM.

Notes

Table 1 Matt Deeds, Facilitator

*Will Managing Stress Behaviors Make Communication More Effective?

Renee Hutter, Prince Chapman Academy

When looking at my personality structure, my phase and base are both persister. My communication style is free of emotions and focuses on what will advance my priorities. My purpose for this project is to see if being aware of what causes my stress behaviors can help to reduce them in the moment and allow me to communicate more effectively with all staff members.

*Tolerance and Judgement Restrained by Love

Stephanie Manley, Centerton 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 Jamie Carroll, Facilitator

*Intentionally Scheduling for Balance and Productivity

Erica Beard, Fox Hill Elementary

Discovering how Mapping my Day will allow me to focus on finding accomplishments that bring me joy. Then intentionally scheduling those similar tasks in the future to feel productive and be the best leader I can be.

*Using Time Efficiently to Be an Effective Leader

Abby Cleghorn, Rosedale Elementary

Being a first year principal, it's crucial to know how I'm spending my time. Tracking, analyzing, and being intentional with my activities during the school day will help me in become an effective leader of my school.

Notes

Table 3
Nathan Boyd, Facilitator

*Finding Joy Through Intentional Connection

Sara Seymour, Arlington Elementary

Prior to this project, I was struggling to find joy in my days, felt alone most of the time, and wondered if I was even doing the right work anymore. This project is a journey through self-discovery, intentional connection, and learning how to meet my own needs in order to better meet the needs of others.

*Mental Wellness Mastery: Nurturing My Own Psychological Needs

Jennifer Moseley, Pleasant Hill Elementary

This action research project is a journey to improve my well-being and efficacy as a school leader by enhancing my capacity to manage stress and sustain motivation effectively. By collecting data on my experiences, challenges, and successes as a principal and establishing a structured self-care regimen, I hope to nurture my own psychological needs more purposefully and adeptly.

Table 4
Brent Bokhart, Facilitator

*Finding Joy By Connecting With Students

Tami Haas, Crawfordsville Middle School

I was feeling a lack of joy after seeing my time with adults increase and time with students decrease. I appropriated intentional time in my calendar to connect with students in a fun and carefree setting and seen my joy increase. This has allowed me to be more productive and less stressed.

*Leading Wiser as a Harmonizer

Whitney Rinehart, Seymour Middle School

I wonder if I will feel more successful as a leader of collaborative teams if I am able to answer yes to the following 2 questions at the end of each day: Have I asked for what I need? Have I maintained personal boundaries? I will track data over 6 weeks.

Notes

Table 5 Amber Walter, Facilitator

*Connections Between Patterns of Interactions and Leadership Capacity

Ryan McClure, Oak Hill High School

through the Process Communication Model, I have learned that my base floor is Thinker and my phase floor is Harmonizer. My leadership motivation and phase psychological needs are found through Recognition of Person and Sensory motivators. The purpose of this project is to make sure I am intentional in meeting my phase psychological needs on a regular basis to have a positive impact on my personal well-being and leadership capacity.

*Creative Writing Used To Process Complex Issues

William Bounds, Grimmer Middle School

I am carving out a minimum of 15 minutes per day to write creatively. My PCM showed that I am a Persister in both Phase and Base. There are times I feel anxious and frustrated about the problems I have to solve. Writing creatively helps relieve that frustration so I can approach the day with a steady hand.

Table 6 Chad Rodgers, Facilitator

*Cultivating a Positive Mindset Through a Focus of Self-Validation

Ronnie Lawhead, Madison Consolidated High School

I will focus on self-validation through reflection journals with an emphasis on the positive. Each strategy or enterprise I am leading within my school will be the focus of my reflections of self and not on the perceptions or responses of the faculty. I will also focus on the positive outcomes of crucial conversations I have with faculty as we endeavor said strategies or enterprises.

*50 for 50

Abrian Brown, East Chicago Central High School

I will be focusing on my overall health. I will work to lose 50 pounds by my 50th birthday. I feel this will help me to continue to improve as a leader.

Notes

Table 7

*Is building trust through time and dialogue enough to move forward?

Amy Cook, New Albany Floyd County Schools

Through the process of taking the time to meet with each administrator and key leaders in each building, I will be able to begin the process of building trust, open dialogue, and begin a plan of next steps. I can not move forward in my new role alone, so I must go backward and listen to learn and analyze how I can best plan my next steps of action.

*Improving Crucial Conversations

Abby Isenberg, Maple Crest STEM Middle School

Purpose— to improve crucial conversations with staff and students so I can increase my capacity to communicate in tough situations by focusing on active listening, empathetic communication, conflict resolution skills.

Notes

Table 1
Aimee Lunsford, Facilitator

*Task To Drive Not Dive

Robert Boltinghouse, Owen Valley High School

My PCM is promotor/promotor. While meeting with Dr. Tracy, she discussed the importance for me to have goals I am always working toward, things that drive and motivate me. At the same time, some task do the opposite, they create frustration and cause my motor to Dive. The goal for my AR, is to identify what goals/task I find more motivating and those that tend to frustrate me, why, what is it about them that cause frustration?

*Finding time to Think, Plan, and Reflect during the school day.

Adam Barton, Eastern Hancock High School

At Eastern Hancock we have implemented a number of changes over the last three years. Each of these initiatives takes time to plan, process, implement and revise. Time to think inside of a school day is not always easy to find, but my investigation revolves around how to find that time and best use that time. I have discovered times in my day that I can recapture time to think and plan which is in the best interest of not only my brain, but also our school and my coworkers.

Table 2
Amy Linkel, Facilitator

*Personal Fulfillment Through Calendaring and Reflection

Phil Shults, Decatur Middle School

Have had a day that you couldn't remember what was accomplished? I've had many! Calendaring and reflecting upon the day has led to an increase in my feeling of accomplishment on a daily basis.

*Where is all my time going?

Julie Innis, Rushville Elementary

I am tracking not only scheduled events in our building and on my professional calendar but interruptions throughout the day that get me off track, take away from me completing projects and keep me at school late into the evening because I struggle getting projects completed during the school day. I am attempted to put some strategies in place to help preserve time and make my time management for efficient.

Notes

Table 4
Brittany Greene, Facilitator

*Habit Stacking

Amanda Choinacky, Madison STEAM Academy

In order to maintain efficiency, preparedness, and organization in my personal and professional life, I have identified personal behaviors or habits to "habit stack". There are three areas of my day: 1.) The night before a work day 2.) The morning of a work day 3.) During a work day. The previous evening: Every time I pack my book bag, I'll pack my lunch. After waking up each morning, I have committed to at least a 30 second cold plunge. During the day, every time I walk out of my office, I complete a minimum of one walk through. By habit stacking these I will maintain organization, preparedness, and efficiency throughout my normal work day.

*Where is my time going?

Marty Young, Brownstown Elementary

My project is to find out where I am spending my time throughout the school day. I plan to prioritize my time to be more productive during the school day. Tracking the data will help me see where I can get into classrooms more and not spend too much time outside school working on schoolwork.

Notes

Table 5
Nathan Boyd, Facilitator

*Rebel Rejuvenation: Exploring the Impact of Tapping into My Rebel Phase on My Harmonizer Base through Process Communication Model Analysis

Scott Sterk, Akron Elementary

My focus is utilizing my rebel phase to be intentional about applying creative solutions to problems and noting the impact this has on my harmonizer base. I will be able to become a more authentic leader by analyzing the reactions of others when unique solutions are applied to complex problems.

**"Psychological Needs & Personal Well-Being"*

Eric Bryan, Fremont Elementary

If I spend intentional time reflecting daily or weekly on my phase psychological needs, will I see an increase in energy, drive, and overall personal well-being? If my psychological needs are not met, what distress indicators arise more often or frequently and how does that make me feel? Are there any specific triggers? If I take time to approach or react to conversations with the different PCM floors in mind, will that enhance my professional relationships with my staff and improve my personal overall well-being?

Table 6
Matt Deeds, Facilitator

*Energy Enhancers

Tracy Seibert, Robert Taft Middle School

On days filled with office tasks, meetings, and conferences, I often found myself feeling exhausted, unmotivated, and unproductive by the end of the day. Through this project, I was able to identify ways to revitalize my energy through intentional positive interactions throughout these demanding days. Embracing my harmonizer base and phase, I discovered that uplifting others not only boosted their spirits but also invigorated my own, resulting in heightened energy, motivation, and productivity.

*Work Life Balance- Taking care of ME

Nicole Alcorn, Haubstadt Community School

The goal is to improve work life balance through making a conscious effort of emphasizing personal health while taking care of my team (family, friends, and colleagues). Through the focus on a lifestyle change-What happens professionally, when the leader makes an intentional effort towards "taking care of ME"?

Notes

Table 7
Brent Bokhart, Facilitator

*One Principals' Guide to Self Care

Kenard Robinson, Washington High School

My project will show how I was able to provide stick to my personal self-care goals for 7 months during the 2023-2024 school year. It will consist of motivational quotes that inspire me to continue my journey during difficult times, how I gradual increase my self-care routine from one day week to two days a week. This project will also, detail how I overcame the pitfalls practicing self care while being a principal.

*Filling My Condo, So I Can Move To My Staff's

Stewart Dunham , South Decatur Jr. Sr. High School

Moving from one condo to another can be a struggle at times. With this action research I look to see if making a concerted effort to fill my condo (needs), will result in being able to meet my staff in their condo (their specific needs). The goal is to bridge the gap between my Rebel base/phase and the varied base/phases of my staff to develop better working relationships and productivity, without burning my condo down.

Notes

Notes

[illegible]

Adams, Chiquita, S1,T7	6	Isch, Katrina, S1,T3	4
Alcorn, Nichole, S3,T6	13	Isenburg, Abby, S2,T7	10
Barton, Adam, S3,T1	11	Lawhead, Ronnie, S2,T6	9
Beard, Erica, S2,T2	7	Manley, Stephanie, S2,T1	7
Bennett, Ashley, S3,T3	12	McClure, Ryan, S2,T5	9
Boltinghouse, Robert, S3,T1	11	McCoy, Cris, S3,T3	12
Bounds, Ryan, S2, T5	9	McMahan, Brian, S1,T1	3
Britton, Aretha, S1,T6	5	Miller, Jarad, S1,T2	3
Brown, Abrian, S2,T6	9	Moseley, Jennifer S2,T3	8
Bryan, Eric, S3,T5	13	Norris, Jennifer, S1,T1	3
Choinacky, Amanda, S3,T4	12	Reinhart, Whitney, S2,T4	8
Cleghorn, Abby, S2,T2	7	Robinson, Kenard, S3,T7	14
Cook, Amy, S2,T7	10	Rodriguez, Jacob, S1,T2	3
Cripe, Megan, S1,T8	6	Seibert, Tracy, S3,T6	13
Durham, Stewart, S2, T3	14	Seymour, Sara, S2,T3	8
Eaton, Michele, S1,T7	6	Shults, Phil, S3,T2	11
Green, Rasheeda, S1,T5	5	Smith, Aubree, S1,T5	5
Gutherie, Jonathan, S1,T3	4	Sterk, Scott, S3,T5	13
Hass, Tami, S1,T4	8	Upp, Scott, S1, T6	5
Hall, Jennifer, S1,T4	4	Young, Marty, S3,T4	12
Hutter, Renee, S2,T1	7	Zack, Sarah, S1,T4	4
Innis, Julie, S3,T2	11		

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, 1991, p. 46; 73)

Happy Inquiring!!

“Great Principals, Great Schools!”

