

Indiana Principal Leadership Institute

Cohort 7
Action Research
Showcase

April 13, 2020



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



A Special Thank You to...

Dr. Nancy Dana

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

Table 1
Amy Linkel, Facilitator

****Diving Deeper into Reading Foundations***

David Horvath, Anderson Elementary School
dhorvath@madison.k12.in.us

An instructional leader was something I was not my first few years as an elementary principal due to the daily discipline and procedural demands. That all shifted after our building completed a book study: *The Next Step Forward in Guided Reading*. The book study included staff meeting discussions, sharing of artifacts, and an intentional list of things to look for when completing classroom walkthroughs all shared from Jan Richardson's book. I then utilized this data to have discussions with teachers about what we are doing well and where we need to grow within our guided reading instruction. The purpose of this action research was to provide our students with a high level of guided reading instruction and make our teachers and myself stronger educators in the area of guided reading.

<https://youtu.be/RNrR6oMU790>

****Collaboratively Developing a Competency-Based Curriculum***

Jessica Jones, Burris Elementary
jonesjl@mitchell.k12.in.us

Our school corporation has embarked on a collaborative venture with two neighboring school districts to create a K-12 competency-based curriculum, focusing on essential skills we want our students to acquire. I was curious about best practices in leading teachers through the creation of a competency-based curriculum and a final product of "Profiles of a Third, Fourth, and Fifth Grader." My research led me to the backward planning framework of *Understanding by Design*, and I will share my journey to uncover the most efficient and effective collaborative practices for a leader to use in curriculum development.

<https://youtu.be/62FMs7Z5Xt4>

Table 2
Christy Merchant, Facilitator

****Stepping Up as the Instructional Leader***

Elaine Hall, Tri-County Primary School
halle@trico.k12.in.us

As building-level administrators, it is easy to get caught up in the day-to-day managerial tasks that are required of us. But how can we be seen more as an instructional leader? For my inquiry, I conducted and tracked weekly non-evaluative classroom visits, providing feedback to teachers in order to impact teacher performance, and further improve my rapport with the staff.

<https://youtu.be/t19IFoKF0ps>

****Using Cognitive Coaching for Effective Post-Observation Feedback to be a Stronger Instructional Leader***

Brittany Greene, Patricksburg Elementary School
brgreene@socs.k12.in.us

One of the most influential aspects of the principalship is working with teachers and inspiring them to challenge themselves to investigate new and improved strategies for student achievement and growth. Teachers need to be self-directed and have the capacity for excellence both independently and as members of their professional community. Through *Cognitive Coaching*, the principal can help promote and produce those kinds of professional individuals in order to improve achievement.

Notes

Table 3
Krista Nelson, Facilitator

****Taking STEPS to Becoming a Better YOU!***

Jon Evers, George L. Myers Elementary
jon.evers@portage.k12.in.us

A sedentary lifestyle develops as one gets bogged down with the plethora of the day to day tasks of a building principal. This action research project will show the steps I took to provide myself with an outlet to relieve stress so that I can be more productive during the day and energized to tackle the necessary complications that arise during the normal workday. My goal as a building leader is to provide my staff with an environment in which they can work and conduct themselves that is conducive to learning. If I am not at my best, how can I expect my staff to be at theirs?

https://youtu.be/nV8_0I9nmL0

****Principal Seeking Personal Wellness***

Ryan Jenkins, Central Elementary
rjenkins@svcs.k12.in.us

This is my 9th year as a building principal. In all honesty, I love being a principal and being around kids. I have a great building with a strong, positive culture. My staff supports me and I them. I don't get bogged down with too much discipline and have the support of my parents and community. Things should be going great for me, but they are not. I find myself stressed, not eating well, and not feeling healthy. Most of these stresses are things out of my control, such as the well-being of my students outside of school and policy matters. The stress impacts my home and school life. The purpose of my action research was to examine myself and how I was directly contributing to these stresses through my diet, lack of exercise, and lack of time for me to reflect. If I am purposeful and accountable to my own physical and mental well being, will it enable me to be the best husband, father, and principal I can be?

<https://youtu.be/0zklp-nBOKU>

Table 4
John Ralston, Facilitator

****Self-Care and Impact on Overall Personal Health and Energy***

Jeff Hoog, Brooks School Elementary
jhoog@hse.k12.in.us

During the first semester of the current school year, my primary focus was on work and family and not on my own self-care. As a building leader, am I promoting self-care through my own actions? Has intentional self-care in the past few months positively impacted my overall personal health and energy? In this presentation, I will share the steps I took to focus on improving my overall health and energy level.

<https://youtu.be/L0cIOYbLAGo>

****Finding the Balance: My Journey of Self Care and Positive Impact on Instructional Leadership***

Matthew Taylor, Montezuma Elementary School
taylorm@swparke.k12.in.us

As an administrator, first an Assistant Principal, and now a building Principal, I realized that my best-laid plans, which often include instructional tasks, were pushed to the side with daily, urgent interruptions. With less control over my daily schedule and an increase in the number of tasks related to administration, including a longer day with supervision and evening duties, my work-life balance is out of sync, and my opportunities for self-care have declined. My action research focus is to determine to what degree a better work/life balance, with opportunities for self-care, will provide me with the necessary energy to be a more efficient and impactful Principal, related to the time and energy needed for instructional leadership activities.

Part 1: <https://youtu.be/QWifZsnx54s>

Part 2: https://youtu.be/RfF_9VZWRSU

Notes

Table 5
Destiny Rutzel, Facilitator

**Will Teacher-Administrator Relations, Trust, and Communication Improve If They Shadow Administrators for a Day?*

Samantha Phegley, Sullivan Elementary School
sphegley@swest.k12.in.us

I want to improve the culture, communication, and overall relationships between the teaching staff and administrators at SES. Based on previous surveys, there has been a lack of trust and feeling of support felt by some teachers from administrators. My hope is to break through this barrier by spending more one-on-one time with teachers and giving them more leadership responsibilities.

**Committees, Events, and PD...Does It Always Have to Be Me?*

Michelle Tarnow, Knox Community Elementary
mtarnow@knox.k12.in.us

As a principal, we have so many things on our plates, and we often feel like we have to be in charge of all of them. It can be overwhelming. But does it really always have to be me? By releasing responsibility to other staff members, will more actually get accomplished with better quality than if I try to control it all myself? Will it keep me from feeling like I'm sinking? Through this project, I will develop a process to determine what items I can delegate and who would best be suited to share the responsibility.

<https://youtu.be/kGinpup66OY>

Table 6
Brent Bokhart, Facilitator

**Awareness of How Stress Limits Me Professionally and Personally*

Ann Marie Caballero, William Fegely Middle School
annmarie.caballero@portage.k12.in.us

The purpose of my Action Research Project is to find a positive outlet for me to better control stress, healthy lifestyle, and visibility in my school. I also wonder if by maintaining and keeping a healthy stress level, my home life and relationship with my spouse will benefit.

<https://youtu.be/AsQ6Me1sEtU>

**Small School. Big Opportunities*

Alissa Schnick, Westville Middle/High School
aschnick@westville.k12.in.us

As an administrator, you are required to attend many events. This includes everything from band concerts, to athletic events, to monthly school board meetings. I looked into the amount of hours I spent at events and wondered if my time there could be used more productively. Could I use that time to not only support students, but also engage in meaningful conversations with families, network with new people, and build relationships both inside and outside the community?

https://youtu.be/EAH_5kRzWR0

Notes

Table 7
Tom Stoner, Facilitator****Leadership by Learning***

Chris Routt, Scottsburg High School
croutt@scsd2.k12.in.us

Three years of administrative experience has left me feeling that I have focused considerably more on managing the school rather than being a visionary leader. By setting my own focus as more of a visionary leader (decisions and goals are made to support school vision and mission) and less of a day-to-day manager, I know I can provide the support needed for our school to support our vision, mission, and core values.

<https://youtu.be/Ts2qVbQ0j60>

****Policies, Procedures, and Practices: A Guide for New Teachers***

Jeff McCullough, Adams Central
mcculloj@accs.k12.in.us

Adams Central HS experiences very little turnover with its teaching staff. This past school year, six new teachers have been hired, and there were no resources available for these staff members to equip them for success in the classroom. My goal is to meet with these teachers once a week starting in January 2020 during our professional development time to author a document that can be electronically accessed via our LMS.

Notes

Table 1
Christy Merchant, Facilitator

****Actionable Feedback and Gratitude Impact***

Jeff Harper, South Side Elementary
jharper@eastnoble.net

The purpose of my project is to intentionally provide feedback that can inspire action and to be intentional about providing feedback to the people that I serve. I am tracking all feedback and gratitude that I share with every stakeholder group in my school community. I hope to discover a difference in the impact of my feedback and gratitude as I practice creating the most authentic versions of both in my practice as principal.

<https://youtu.be/pKdXUkdQmJA>

****Reflective Feedback***

Lee Sweet, Woodland Elementary
lrsweet@tsc.k12.in.us

A goal for myself is to encourage teachers to be more open to feedback while reflective with their practice. Likewise, I want to grow in the area of providing frequent, targeted feedback accomplished through increased class visits and teacher conversation.

<https://youtu.be/c0qQn3lwKdw>

Table 2
Brittany Greene, Facilitator

****You Sure Manage Your Building Well...Now What?***

Sam Melton, Dillsboro Elementary
sam.melton@sdsc.k12.in.us

I have always felt I did a good job of running the building, managing the ever-changing dynamics of the building. But I have a lot of different “jobs” that I take on from corporation testing coordinator, maintenance in my building, helping to maintain technology needs in the building, etc. As I deal with these management demands, my focus on instruction and learning has diminished. It is important to shift my focus toward the instructional side and figure out a plan to best impact instruction in my building.

<https://youtu.be/4ameodS4gS4>

****A Bit of Fit Makes a Better Principal***

Ron Siner, North Grove Elementary School
sinerr@centergrove.k12.in.us

As an instructional leader, it is important that I have a great awareness of teaching and learning practices in classrooms. Being observant in classrooms beyond the required teacher evaluation observations will help me gain greater insights on instructional strengths and areas of growth for my instructional staff. I am tracking steps on my Fitbit, which will help me monitor my progress in being out in the building and observing instructional practices.

[Voiceover Presentation](#)

Notes

Table 3
Krista Nelson, Facilitator****Intentionally Efficient***

Rob Adamson, Newby Memorial Elementary
rob.adamson@moorevilleschools.org

My goal is to get the most out of my time, both at work and at home. This led me to create a system that ensures my high priority items at work and school have time devoted to them first, and low priority items get the time that remains.

<https://www.loom.com/share/a748ef541c544d1ea2d3f75c4c4ee2d4>

****We Need a Leader, Not a Manager***

Teresa Stuckey, Sugar Grove Elementary
trl@vigoschools.org

Instructional leadership is the most important aspect of my role as a principal; yet, at the end of the day, I know that the measure of my time spent on leadership compared to other tasks does not always reflect what I say I believe. I set out on a journey to make it possible to “put my money where my mouth is.” My inquiry began by categorizing my daily tasks and tracking the amount of time on each, followed by seeking out preventative measures to reduce the required time on all the tasks that take time away from my instructional leadership focus.

<https://youtu.be/awdVpgSG-vA>

Table 4
Emily Tracy, Facilitator****The Principal's Bulletin Board: From UnInspiring to Awe-Inspiring***

Marisa Donovan, Clarks Creek Elementary
mdonovan@plainfield.k12.in.us

Do you have one of those bulletin boards behind your desk on which you put every schedule, phone number, and piece of paper you think you'll need over the course of the year? What if you could transform that space into something that not only helps you focus on your most important goals but also brings you joy? In this session, you'll leave ready to recreate your own space to be a source of inspiration and focus and target areas in which you want to grow.

<https://youtu.be/iFQvHQLjT8A>

****I've Got the JOY!***

Pamela Guilliams, Sunman Elementary School
pdguilliams@sunmandearborn.k12.in.us

How does one find JOY and validation when faced with conflicts, struggles, problems, and stress compared to celebration at a ratio of 4+:1? To find JOY in the role of a principal, one has to be intentional. Find out how my journey of intentionality has led me to find JOY.

<https://youtu.be/rGMWVsGLN6o>

Notes

Table 5
David Robertson, Facilitator

****The Effects of Neuroscience on School Discipline***

Sonna Schafer, Lodoga Elementary School
sonna.schafer@southmont.k12.in.us

We are implementing different strategies from the field of applied educational neuroscience into our school PBIS model. I have been pushing in to the classrooms and doing neuroscience lessons with each class. I am teaching students different regulation strategies to use and teaching them about how their brains work so they can better understand how to control their reactions to situations.

<https://youtu.be/wmFQ8kH0wsE>

****Improving My Instructional Leadership Through Writing and Critical Thinking***

Nick South, Lexington Elementary
nsouth@scsd2.k12.in.us

My project is to use my 19 years of classroom experience to lead my school instructionally rather than managerially. This centers on taking an active role in expanding my own knowledge of writing and critical thinking curriculum and supporting best practices in the classroom through analyzing classroom work, modeling, and more frequent classroom visitations.

<https://youtu.be/sS5v4kDCOKw>

Table 6
Tom Stoner, Facilitator

****Happier Me...Happier Us?***

Brett Berndt, Culver Community Middle/High School
berndt@culver.k12.in.us

The life of a principal can be very overwhelming with the multiple hats that must be worn. As an administrator, I was finding myself spending more time at school (school events) than with my own family. Therefore, I wanted to be intentional in scheduling time with my family and for myself. The purpose of my project was to create a 30-day activity chart to intentionally spend more time with my family and create activities that would increase my mental health. Does a happier me create a happier us?

****The Ultimate Balancing Act: How to Be a Better Parent While Sitting at the Big Desk***

Rebecca McPherson, Monrovia Middle School
rmcpherson@m-gsd.org

Being an involved and present parent while also excelling at your job can seem like a constant give and take. One principal shares her struggle to be a better mom while at the same time working to positively change the culture of her middle school.

<https://youtu.be/lVag8vnKe48>

Notes

Table 7
Chad Rodgers, Facilitator****Utilizing “Kaizen” to Collaborate with Colleagues***

Mari A. Swayne, McKenzie Center for Innovation &
Technology
mariatuswayne@msdlt.k12.in.us

As a secondary leader on a team with four administrators, we are tasked with providing graduation pathways for 5,000 students. Working with two comprehensive high schools, one alternative high school, and one career center requires a need to collaborate on a daily basis while learning the culture of a new district with several stakeholders. I was curious if utilizing “Kaizen” (Japanese for continuous improvement) would support positive engagement in collaboration.

<https://youtu.be/5G7ZjGZpzuc>

****Increasing Time in the Classroom***

Melissa Whitehead, Twin Lakes High School
mwhitehead@twinlakes.k12.in.us

As a building principal, it is easy to get stuck in your office. I want to be in classrooms on a more regular basis to increase my visibility, my accessibility, and my presence within the building. Making time to be in classrooms beyond the minimum classroom observation visits is very beneficial and helped me increase my instructional leadership.

Notes

Table 1
David Robertson, Facilitator

****Together We Rise: Becoming a Presence and Partner in the Educational Process***

Angel Hocker, South Decatur Elementary
ahocker@decaturco.k12.in.us

The purpose of my action inquiry is to become a true partner in the educational process and a teacher leader. My goal is to help my teachers and students grow and achieve more by being a consistent part of classroom instructional processes and activities and to have my teachers view me being in their classroom as a blessing and not see it as scrutiny. I want to be able to offer suggestions and advice to my staff without the fear of a lessened evaluation score, and on a more personal level, I want to improve my own job satisfaction and love of learning.

<https://youtu.be/f8qgAPXy89E>

****The Impact of Classroom Visits with Feedback on the Coaching Relationship Between the Principal and Teachers***

Natalie Schneider, Crestview Elementary
natalieschneider@msdlt.k12.in.us

As a new leader, I knew that I was not getting into classrooms often enough. Results from a survey given to my teachers supported this fact. Because of this, many of my teachers were uneasy when I visited their classrooms during formal classroom observations. I wondered if more frequent visits to the classroom with feedback would improve the coaching relationship between myself and my teachers.

<https://youtu.be/xu6-Re8c3xl>

Table 2
Nathan Boyd, Facilitator

****As Good as We Are, We Can Always Get Better - Growth Through Conversation***

Casey Stansifer, Huntertown Elementary
casey.stansifer@nacs.k12.in.us

Every great teacher wants to get better. The teacher evaluation process, however, tends to focus on doing well rather than getting better. In this project, I worked to gain the trust of my staff through dialogue, so that the evaluation model was used to facilitate growth rather than to cast judgment.

<https://youtu.be/CiozrdjQ2Ks>

****Feedback Matters***

Rhonda Lanie, Howard Elementary
Rhonda.lanie@nwsc.k13.in.us

Each teacher will have two classroom observations. After each observation, feedback will be provided in one of two ways; reflection questions on a Google Form or a coaching conversation with me. Teachers will provide feedback about which type of feedback they prefer.

<https://www.youtube.com/watch?v=QIqIeSB7efI>

Notes

Table 3
John Ralston, Facilitator

****The Hunt for Time***

Stacy Muffler, Fortville Elementary
Stacy.Muffler@mvcsc.k12.in.us

I am a person that is fueled by goals and perfecting efficiency. Efficiency, to me, means I gain time and feel accomplished. Therefore, the purpose of my inquiry was to assess where my time was going and find ways to gain time and put it towards my personal life.

<https://youtu.be/4kzjZHhPFey>

****The Sugar-Crazed Principal's Journey to Health***

Celina Clements, Mill Creek West Elementary
cclements@mccsc.k12.in.us

Enjoy the bumpy journey of one elementary principals' journey towards a healthier lifestyle—how she was able to battle through the tougher weeks of keeping on track with her diet during the life of an elementary principal.

https://drive.google.com/file/d/19eM4wZLQg8ohir_VpxgJEybfC-BQKfgt/view

Table 4
Destiny Rutzel, Facilitator

****Positivity for All***

Carmine Akers, Pine Village Elementary
cakers@msdwarco.k12.in.us

Small notes of appreciations, positive notes, and thank yous always make one feel valued. I have noticed this year with the hustle and bustle of a day, I have not been writing as many notes to teachers to share my appreciation of them. I am intentional in giving notes to my staff each week. My wondering is if I give more positive feedback if my staff will feel more appreciated and valued at the end of the school year?

****How Does Feeling Appreciated Impact Staff Attitudes?***

Teri Crussen, Homer Iddings Elementary School
tcrussen@mvsc.k12.in.us

Can one person impact the culture of a building simply by thanking people for what they do on a consistent basis? Does feeling appreciated make people want to continue to perform tasks over and above what is expected on a daily basis? I believe that by thanking the staff members in my building, it will have a positive impact on staff morale.

Notes

Table 5
Tom Stoner, Facilitator

****Increasing My Capacity as an Instructional Leader -
Shifting Staff Meetings to PLNs***

Justin Holmquest, New Prairie Middle School
justinholmquest@npusc.k12.in.us

Time is a precious commodity in schools across the state and country. I wanted to use the time I have with my staff in a more meaningful way. I felt that traditional staff meetings, especially ones that were strictly times for disseminating information, were not good uses of my time, or my teachers' time. I wanted to increase my capacity as an instructional leader, so I have focused on creating a PLN within my building. My goal is to create a professional learning network, where my teachers are learning from one another, especially as we work through the implementation of PLCs.

<https://youtu.be/CfjwxJeUkb0>

****Increase Use of "Highly Effective" Teaching Practices in the Classroom***

Sean McGarvey, Switzerland County MS
smcgarvey@switzsc.org

In the past year, my school corporation has been going through a transformation both with curriculum and effective teaching practices being at the center of this change. I have wanted to become more of an "Instructional Leader" in my building and have wanted to get into the classroom more to observe the teachers and what different styles of teaching practices they are displaying. I have wanted to know what I can do as the leader of the building to help them grow professionally in this area, and in this session, I will review how I attempted to meet my goal and what the next steps will be.

<https://drive.google.com/file/d/1je2a49TWDIkLS11pOVUtCKfwt07IceUi/view>

Table 6
Chad Rodgers, Facilitator

****If Only There Were 28 Hours in the Day - Seeking a Balance as a Principal***

Casey Dodd, Mt. Vernon High School
casey.dodd@mvcsc.k12.in.us

This is the start of my fourth year as an administrator. After spending one year as a middle school assistant principal, I was assigned to serve as one of our district's elementary school principals. At the end of my second year in that post, I was then offered the opportunity to become the high school principal, which I accepted. Having now worked in three different buildings and with each building coming with its own set of opportunities and challenges, I have had a difficult time finding a balance between my work and home life. Over the course of this period, I have poured numerous hours and vast amounts of energy into this job in order to be as successful as possible, up to the point of being detrimental to my personal health and family dynamic. Therefore, the purpose of this action research project was to find a way to make a change and balance my work and home life while striving to improve my health.

<https://youtu.be/8G01xhik5bl>

****Running on Empty: Moving from 0 to 100***

Brian Jones, Portage High School
brian.jones@portage.k12.in.us

The perplexity of our role as a school administrator often leaves our gas tank on empty by the end of the night. This empty gas tank began to transform and deteriorate my physical and social health. My project required me to take an honest look at my health and the realization that a better me reciprocates to being a better leader, friend, father, and husband.

<https://youtu.be/OuwEuULokKU>

Notes

Table 1
Amy Linkel, Facilitator****Creating a Data-Driven Instructional System to Improve Leadership***

Jaime Carroll, Wayne Center School
jcarroll@eastnoble.net

The recent press for high-stakes accountability has challenged educators to use data to guide instruction. My project focused on developing a systematic way to collect data from all stakeholders. This system is a framework that involves data acquisition, data reflection, as well as formative feedback. My project will review data collected by each stakeholder group and will describe how I created a plan and opportunities to improve various aspects of my leadership.

<https://youtu.be/xYew0hVDu74>

****Parent Newsletters Are Valuable (If They Read Them)***

Jobie Whitaker, Maxwell Intermediate School
jwhitaker@gcsc.k12.in.us

As a staff, we spend quite a bit of time weekly preparing newsletters, tweeting, and posting to Facebook/Twitter. However, our most recent parent survey showed the lowest area of satisfaction was in the area of communication. Therefore, how do we get parents to look at the information that is being put into their inbox or newsfeed?

<https://youtu.be/opT8i3BPE1U>

Table 2
Emily Tracy, Facilitator****Growing as an Instructional Leader Through a New Evaluation Process***

Carl Blythe, Mary Castle Elementary School
carblythe@msdlt.k12.in.us

We started the year by piloting a new evaluation tool. Over the past few years, we have worked to shift our instructional model to be more student-centered as we prepare students for the new economy. Often times, our own educational experiences shape how we create educational experiences for our students, but we had to make a shift. For me, this shift is taking place in my role as a building leader. But how does my learning of this shift impact staff development, both individually and collectively? In this presentation, I will share how the implementation of the new evaluation model served to increase my effectiveness in conveying and connecting our instructional model.

<https://youtu.be/hgbZhV8gw8E>

****Being Specific to Improve Culture***

Eric Speicher, Syracuse Elementary
espeicher@wawasee.k12.in.us

How will it affect my school if I am intentional and specific with positive feedback to my staff? I wanted to spend this school year being specific and consistently positive with my comments and feedback to my staff. My goal is to improve the culture at my school for staff and students.

[Eric Speicher Action Research Project](#)

Notes

Table 3
Christy Merchant, Facilitator

**In the Trenches with Student Learning*

Angela Ayers, Little Turtle Elementary School
ayersar@wccsonline.com

I wondered if being involved with student learning (learning right alongside students) would increase my capacity to give meaningful feedback to teachers. I wondered if this project would also cultivate trust and a positive relationship with teachers and students. And thirdly, I wondered if putting these scheduled learning times on my calendar would cause a consistency of showing up for these students and teachers or would other demands and priorities get in the way and cause me to be unreliable.

[AR Project Video 1](#)

[AR Project Video 2](#)

****How Can I Spend More Time Involved in Direct Instruction**

Robert Thompson, Bittersweet Elementary School
rthompson@phm.k12.in.us

I have found that several days can go by without me visiting classrooms and interacting with students in the instructional setting. To help me be mindful of how I am spending my time, I am charting every 10 minutes. When given the opportunity and I have a choice, I will label my time "Management" (housekeeping, emails, or working with office staff) or "Instructional" (working directly with staff and/or students).

<https://youtu.be/n0-D0gi4xr8>

Table 4
Nathan Boyd, Facilitator

**Work-Life Balance to Increase Personal and Professional Success*

Beth Henry, Southwest Elementary School
bhenry@gws.k12.in.us

Being a school administrator can feel and can actually be a 24/7 job, which can lead to feeling out of balance with work and life. I wondered if being more intentional about my time and setting boundaries with work and life would have a positive impact on feeling successful with my family, personal health, and as an administrator. A daily calendar success survey, daily journal writing, and surveys with my family were used for data collection throughout the course of this action research project to see if a successful work-life balance could be achieved.

<https://youtu.be/KaH9mfZP0xs>

**Creating a More Balanced Life...*

Mary Beth Meyer, Greensburg Elementary School
mmeyer@greensburg.k12.in.us

This project has challenged me to try many different strategies that could help me lower my stress level and make the most of my day. A constant struggle is finding that perfect balance between being a principal, a wife, and mom of four girls. I am learning to find that balance, embrace the chaos, and live for today.

<https://www.youtube.com/watch?v=rE7qJ9zrEAU>

Notes

Table 5
Krista Nelson, Facilitator****Increasing Your Instructional Knowledge and Application***

Michelle Burch, Coesse Elementary School
burchmm@wccsonline.com

I committed myself to research and reflect on at least one educational article/podcast/video a week. This project has impacted my instructional leadership to increase my personal knowledge for elementary curriculum and instruction. This, in turn, has helped me to support and guide instructional staff.

****Communication, Collaboration, and Culture: Being an Instructional Leader Focused on Personal and Professional Growth***

Michael Miller, Franklin Elementary
millerm@lcsc.k12.in.us

Implementing a daily 30-minute professional development time provides a great opportunity to connect, communicate, and collaborate with my staff. How can I find ways to meet the needs of my staff, support district and school goals, and maintain a culture of professional growth? When I'm better, we're better, and together we work to best support the needs of our staff and students.

Table 6
Brent Bokhart, Facilitator****Building Relationships Don't Happen Accidentally***

Stephanie Quinlan, Southport Middle School
squinlan@perryschools.org

There is so much principals must know: their students, staff, the curriculum, budgets, schedules, etc. However, really knowing their teachers personally takes a LOT of time. What happens when a principal intentionally plans opportunities to interact with every staff member in the building every week. Relationships are built. Trust is established. A positive culture is developed... right?

****Through the Eyes of Our Students***

Bill Pitcock, William Pitcock
bpitcock@msdwt.k12.in.us

I have picked 10 students in different academic, gender, and demographic groups to observe what they experience in their classes. I am looking at differences in teacher attitude, student activities, and learning experiences each student has in their classes. I also believe this will allow me to better understand the areas in which teachers need coaching or where I need to focus in PD.

<https://youtu.be/xu9AqFRMBbk>

Notes

Table 7
Chad Rodgers, Facilitator

****Improving Mental Health & Physical Habits = Stronger Administrative Practices***

Aaron Owney, Hebron High School
owneya@hebronschools.k12.in.us

For the last five years in my administrative career, I noticed a continual increase in my weight and bad eating habits, as well as a decrease in the quality of sleep and feeling a lack of efficiency. This affected me in my administrative practices contributing to fatigue, poor mental clarity, and overall feeling crummy, not to mention poor self-esteem. I wanted to make some significant changes and improvements, both mentally and physically, to strengthen my administrative practices. I will share the steps that have contributed to making me a more effective and stronger administrator.

*****A Word to the Wise, EXERCISE!***

Joe Ralston, South Ripley High School
jralston@sripley.k12.in.us

Exercise is a word we hear all the time, but does it really have the impact one thinks it will? This project looked at the impact a regular exercise program could potentially have related to work performance by tracking energy, mood, focus, and productivity. Does a regular exercise program really have a positive impact on one?

<https://youtu.be/rAvAgMXgu14>

Notes

Adamson, Rob, S2,T3	8	Schnick, Alissa, S1,T6	5
Akers, Carmine, S3,T4	12	Siner, Ron, S2,T2	7
Ayers, Angela, S4,T3.....	15	South, Nick , S2,T5	9
Berndt, Brett, S2,T6	9	Speicher, Eric, S4,T2	14
Blythe, Carl, S4,T2	14	Stansifer, Casey, S3,T2	11
Burch, Michelle, S4, T5.....	16	Stuckey, Teresa, S2,T3.....	8
Caballero, AnnMarie, S1,T6	5	Swayne, Mari, S2,T7	10
Carroll, Jaime, S4,T1.....	14	Sweet, Lee, S2,T1.....	7
Clements, Celina, S3,T3.....	12	Tarnow, Michelle, S1,T5	5
Crussen, Theresa, S3,T4	12	Taylor, Matthew, S1,T4	4
Dodd, Casey, S3,T6.....	13	Thompson, Robert, S4,T3	15
Donovan, Marisa, S2,T4.....	8	Whitaker, Jobie, S4,T1.....	14
Evers, Jon, S1,T3	4	Whitehead, Melissa, S2,T7	10
Greene, Brittany, S1, T2.....	3		
Guilliams, Pamela, S2,T4	8		
Hall, Elaine, S1,T2	3		
Harper, Jeff, S2,T1	7		
Henry, Elizabeth, S4,T4.....	15		
Hocker, Angela, S3,T1	11		
Holmquest, Justin, S3,T5	13		
Hoog, Jeff, S1,T4.....	4		
Horvath, David, S1,T1	3		
Jenkins, Ryan, S1,T3	4		
Jones, Brian, S3,T6.....	13		
Jones, Jessica, S1,T1	3		
Lanie, Rhonda, S3,T2.....	11		
McCullough, Jeff, S1,T7.....	6		
McGarvey, Sean, S3,T5.....	13		
McPherson, Rebecca, S2,T6.....	9		
Melton, Sam, S2,T2	7		
Meyer, Mary Beth, S4,T4	15		
Miller, Michael, S4,T5	16		
Muffler, Stacy, S3,T3.....	12		
Owney, Aaron, S4,T7	17		
Phegley, Samantha, S1,T5.....	5		
Pitcock, Bill, S4,T6	16		
Quinlan, Stephanie, S4,T6	16		
Ralston, Joe, S4,T7	17		
Routt, Chris, S1,T7	6		
Schafer, Sonna, S2,T5	9		
Schneider, Natalie, S3,T1	11		

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

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

[illegible]



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!!