

# Indiana Principal Leadership Institute

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Cohort 10  
Showcase of  
Schools  
April 9, 2024



# Showcase of Schools

***A great deal of the organizational knowledge that develops over time cannot be stored formally—written procedures and other documents do not suffice to record practical or tacit knowledge (Pfeffer & Sutton, 2000). Instead, this information exists within the dynamics of the organization itself, “by the stories people tell to each other, by the trials and errors that occur as people develop knowledge and skill, by inexperienced people watching those more experienced, and by experienced people providing close and constant coaching to newcomers” (Pfeffer & Sutton, 2000, p.19). In light of these ideas about the ways knowledge is shared within organizations, it seems rather intuitive that increased collaboration would lead to an increase in both organizational and individual knowledge.***

Dr. Robert Marzano

(*Collaborative Teams That Transform Schools*, 2016, p.4)

## Schedule

<u>Time</u>	<u>Event</u>	<u>Table Selected</u>
10:15 am - 10:45 am	Session 1	
10:50 am - 11:20 am	Session 2	
11:20 am - 11:35 am	Break	
11:35 am - 12:05 pm	Session 3	
1:10 am - 1:45 pm	AR Celebration and IPLI Next Steps	

## Table 1

**Jennifer Griffin, Facilitator**

\*Ready, Set, Go! Implementing a 3 "C" program (collaborating, communicating, and celebrating) this school year.

**Annie Ruiz**, Abraham Lincoln Elementary

**Team Members:** Maria Kaminsky & Vianney Navarro

Our team decided to focus this school year on building relationships with each other. Actually, we just did not want to build them but we wanted to make them stronger. We figured if we modeled and used a 3"C" program with our staff, then we could use it with our students, families, and school community. We wanted to change the culture of our school and make it a place where we all help each other to be as successful as we can but we also take time to celebrate our accomplishments.

\*Celebrating, Caring, and Coaching

**Bakari Posey**, Brook Park Elementary

**Team Members:** Carlisa Mix & Katina Augustus

Our project was based on the wondering that if we celebrate instructional success and progress while providing feedback and care (coach's cart) will it improve our overall instruction in our building.

## Table 2

**Brian Hagan, Facilitator**

\*The Impact of Instructional Norms on Student Outcomes

**Steven Pelych**, Creekside Middle School

**Team Members:** Chris Bartley & Nicole Wolfe

As a building always looking for ways to improve student outcomes, we want to better streamline the instructional tools and language used throughout the building. This project aims to review current entry procedures, implement some common instructional norms for this element of instruction, and determine if having common norms across the building leads to better student outcomes.

\*Where are we and where are we going with PBIS?

**Tracy Strieder**, Lincoln Elementary School Bend

**Team Members:** Karen Eppeprt & Sue Archer

We wondered about PBIS in our building. We examined our existing PBIS structures and assessed our staff's knowledge of them. We also gauged by-in for continuing the practices. We used this data to develop a plan for supporting teachers in implementing our existing PBIS tiered structures.

## Notes

**Table 3**  
**Shane Killinger, Facilitator**

\*The Implementation of Professional Learning Communities

**Michelle Beck**, Covington Elementary

**Team Members:** Jodi Snyder & Amber Thompson

I wonder if I implement Professional Learning Communities within my building, will stronger connections and relationships be formed and in turn create a shift in the climate within the building.

\*PLCs- Where we've been, what we've learned, where we're going.

**Sarah Kilander**, Irving Elementary School

**Team Members:** Sarah Betustak & Melissa Tatalovich

My leadership team has researched protocols for PLCs and compared them to our current practices. With our new knowledge and teacher feedback, we are refining our PLC protocol for our school.

**Table 4**  
**Tina Noe, Facilitator**

\*Transition Team: Junior High to High School Success

**Derik Hutton**, South Ripley Junior High

**Team Members:** Megan Dennis & Katie Lanter

This project is dedicated to creating a transition team between junior high and high school staff members to ensure that our 8th graders can transition to high school successfully. Our goal is to identify areas of weakness in management, instruction, and planning. We will then work together as a team to create common instructional practices, grading and planning strategies between the two buildings to help our students be more successful at the high school level.

\*Elevating Practice: Unlocking Potential Through Instructional Rounds

**Kim Davis**, Indian Creek Middle School

**Team Members:** Sarah Hale & Kim Appleton

When teachers are able to observe other teachers utilizing engaging instructional strategies, will they see the impact for students and replicate the practice in their own instruction? We had our entire school complete instructional rounds and reflect on the experience.

**Notes**

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

\*Instructional Walks: Focusing on Marzano 4 Ts

**Kirk Amman**, New Castle High School  
**Team Members:** Lindsey Lowder & Angela Johnson

We have had walkthroughs by teachers in the past but wanted to make them more focused on Marzano best instructional practices, focusing on the 4 Ts (Target, Task, Talk, Text). We were able to get 7 host teachers to allow other teachers to give up specific prep times to do 10-15 minutes walkthroughs this semester. The teachers are doing surveys before hand, utilizing a guide sheet when in the classroom, having follow up discussions with our instructional coach, filling out forms related to the 4 Ts, and submitting a final survey. The goal is to increase dialogue with a focus on the 4 Ts to improve overall school instruction.

\*TVHS Teachers Toolkit & Instructional Rounds

**Brandon Kresca**, Tippecanoe Valley High School  
**Team Members:** Aaron Engbrecht & Hunter Ackerman

Tippecanoe Valley High School has made the commitment to the PLC lifestyle of authentic collaboration, continuous improvement, and focus on student learning. However, TVHS does not have a system in place for teachers to specifically learn from each other through peer-to-peer observation or a clear school-wide model of instruction that clearly identifies the best teaching practice.

**Table 6**  
**Diamond Robinson, Facilitator**

\*Tracking Towards Success

**Heather Gant**, Walnut Grove Elementary School  
**Team Members:** Debra Oakes & Amanda Lavery

How do we foster student ownership and accountability for academic growth and learning? What if teachers took some of this weight of their shoulders and asked students to track their progress? This action research project explored all the possibilities for students to track their progress and the effectiveness of this element on our WG Instructional Model.

\*Shifting our Focus

**Sarah Gruelich**, Harris Elementary School  
**Team Members:** Becca Rogers & Jamie Thompson

In this project, we examined how we improved our PLC processes and worked through high impact Tier I teaching strategies to affect student outcomes. Through the process, we focused on conversations around best practices for planning, assessment, and instruction. Our reflection will inform and influence school-wide future goal setting and learning at our school.

**Notes**

**Table 7****Mike Pinto, Facilitator***\*"Teaching Is Learning***Victor Bush**, Belzer Middle School**Team Members:** Jessica Smith & Crystal Williams

The purpose of our year 2 inquiry, Teaching is Learning, is to develop a systemic approach to schoolwide mini coaching cycles that will provide teachers with insight on instructional strategies & foster opportunities for professional growth. Our wondering is how might teacher leader led mini coaching cycles impact staff development & teacher engagement?

*\*The Effect of Creating and Implementing an Instructional Framework on Overall Quality of Instruction*

**Kaycie Soderling**, Perry Heights Middle School**Team Members:** Laura Anslinger & Keri Anslinger

The leadership team at Perry Heights Middle School used guidance from Marzano's High Reliability Schools to create an instructional framework. Our goal was to create a common language and understanding around what factors are key to providing quality instruction. We used the framework to create a walkthrough and give teachers feedback and measure overall progress in improving quality of Tier I instruction.

**Notes**

**Table 1**  
**Leigh Barnes, Facilitator**

\*Developing school-wide models of instruction to improve teacher efficacy

**Joshua Blossom**, Wabash High School  
**Team Members:** Justin Denney & Whitney Myers

Wabash High School developed a lead learner team to identify best practices in models of instruction. Findings were presented to teachers and teachers were encouraged and supported in using the models. We used High Reliability School (HRS) and NWEA data analysis to measure effectiveness.

\*Teachers on Tour

**Dana Cassidy**, Batesville Intermediate School  
**Team Members:** Abby David & Peggy Lyness

Our data was clear: Our teachers need time for internal professional development and collaborative engagement with their peers. We focused our work on developing a process for instructional rounds...teachers teaching teachers! These sessions have allowed teachers to observe and learn from one another, share best practices, and collectively enhance instructional strategies.

**Table 2**  
**Adam McDaniel, Facilitator**

\*Informed Instruction Through Observations

**Terrance Roe**, Churubusco Jr-Sr HS  
**Team Members:** Brandon Pollock & Amy Egly

After taking two of the HRS surveys, my team identified a couple areas that we could focus on to ensure that there was effective and consistent instruction being presented in every classroom. We decided to track the number of observations of any type with the goal of making sure an administrator visits every teacher's classroom at least one time per month.

\*Instructional Rounds & Trust-Based Observations

**Josh Davenport**, Fountain Central Jr/Sr High School  
**Team Members:** Lisa Hoagland & Renee Howell

Our team is working to build a collaborative culture amongst our staff. We are looking to increase vulnerability and find ways to transform our building into a safe and supportive environment for all. By implementing instructional rounds, and trust-based observations, our hope is that staff will feel more comfortable, and confident, sharing ideas and instructional strategies that are successful in their own rooms.

**Notes**

**Table 3**  
**Jennifer Griffin, Facilitator**

\*Collaborative Rounds

**Chris Gabriel**, Union Center Elementary School

**Team Members:** Nevenka Schumacher & Christine Uskert

At Union Center, the teachers organized, planned and collected data from teachers doing short observations/classroom visits. During the visits the observing teacher would provide feedback to the host teacher with the good, the bad, and everything in-between!

\*The Help You Need Might Be Just a Few Steps Away!

Professional Development Through Instructional Rounds

**Laura Kile**, Deerfield Elementary School

**Team Members:** Amy Moystner & Sarah Headland

As our teaching staff has grown smaller over the past six years, opportunities for teacher collaboration have changed. We have grown more intentional to avoid professional isolation amongst teachers. In this project, we explore the utilization of Instructional Rounds, job-imbedded opportunities to observe and discuss teaching practices. We explore whether participation in Instructional Rounds will have a positive impact on teachers' awareness of effective instructional practices used throughout our school and whether this process will have a positive impact on teacher confidence levels in regard to observing each other and discussing our own practices.

**Table 4**  
**Brian Hagan, Facilitator**

\*Improving instruction, one round at a time

**Kevin Beveridge**, Southridge Elementary

**Team Members:** Cori Keist & Rebecca Raycroft

We are using instructional rounds to improve instructional practices among staff in the building. Through observational sessions, teams of teachers are exposed to various instructional strategies to implement and improve their own instruction.

\*Digital Instructional Rounds

**Ryan Lauber**, South Ripley Elementary School

**Team Members:** Andy Block & Neal Herzog

Our team project is to provide a way for our teachers to see the amazing things that are happening within our own walls. To break down the barriers that make instructional rounds difficult, we have created a digital method where teachers are incentivized to use a Swivl camera to record a lesson of their choice. This lesson is uploaded to a shared Google Drive folder, where other teachers can view it at their leisure. Teachers that watch the videos are encouraged to fill out a form with feedback for our team.

## Notes



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

\*Developing A Universal Model of Instruction

**Michael Casey**, Milford Elementary School  
**Team Members:** Lizzie Sayer & Mary Brower

Our focus of this project was to develop a universal model of instruction. Using Marzano's three categories of instruction -- feedback, content, and context, we collected data from each grade level (K-5) about which elements are most important to our school corporation. Using the data collected, we will enhance instruction by developing a universal model of instruction.

\*Collaborative Development of Instructional Design

**Mallory Cameron**, Little Spartans Preschool-  
FCSC Early Learning Center

**Team Members:** Katherine Ammerman & Brittney Harmeyer

Programs will work together to design a unified Model of Instruction. Then, use the Model of Instruction to create a Vision of Instruction for all programs in the early learning center.

**Table 6**  
**Shane Killinger, Facilitator**

\*Every Classroom, Every Student; A Universal Approach

**Erica James**, Culver Elementary School  
**Team Members:** Carrie Tharp & Courtney Good

Working together to provide equal and equitable instruction for all learners across a school and grade level is the ultimate goal. As a school wide team, we wonder how creating and implementing a universal model of instruction will build and increase teacher efficacy and effective teaching in every classroom.

\*Open Your Door: Let's see each other teach!

**Amy Troyer**, Swanson Traditional School  
**Team Members:** Shelly Harbert & Amy Packard

Using Instructional Rounds to enhance teacher collective efficacy was our excellent AR Project. By engaging in collaborative processes like observing, analyzing, and learning from fellow educators, teachers gain valuable insights and strategies to improve their teaching practices. This not only benefits individual teachers but also contributes to a shared culture of continuous improvement within our school. Encouraging professional collaboration and learning from one another is key to fostering a supportive and effective teaching community at Swanson.

## Notes

**Table 7**  
**Tina Noe,, Facilitator**

\*Assessing the Impact of Instruction Rounds

**Mary Beth Fischer**, Maple Glen Elementary

Wanting to increase opportunities for discussion about effective instructional practices, our team implemented instructional rounds. In this project, we assess the observation experience, the implementation, and the lasting impact of instructional rounds on classroom instruction and collegial relationships.

\*Instructional Rounds

**Meggan Hoag**, Coesse Elementary

**Team Members:** Angie Grable & Kristie Nanney

During this project we will investigate whether participation in instructional rounds will improve classroom management, instructional practices, teacher collaboration, student engagement, and overall teacher efficacy.

## Notes

**Table 1**  
**Mike Pearl, Facilitator**

\*Instructional Rounds

**Patricia Karban**, Darden Elementary

**Team Members:** Shea Allison & Mike Beasley

Darden teacher teams observed colleagues instruction. Teachers utilized an observation reflection sheet based on Marzano resources. The teams hope is that these instructional rounds will enhance school leadership, collaboration with staff and classroom instruction and practices.

\*Empowering Teachers: Prioritizing Grade Level Standards Through Collaboration

**Amanda Pyle**, Eastern Hancock Elementary School

**Team Members:** Dustin Eck & Kristin Kalk

By building in more collaborative planning time, we were attempting to increase our teacher's knowledge of grade level priority standards. We know that teachers never have enough time and by finding ways to create more collaboration time during the school day, we hope that knowledge of the grade level priority standards increase. With the increased knowledge of those standards, we hope that teacher efficacy increases, and we move one step closer to a guaranteed and viable curriculum

**Table 2**  
**Mike Pinto, Facilitator**

\*Personalizing PD to impact the development and implementation of best teaching practices

**Elizabeth Miller**, Western Wayne Elementary

**Team Members:** Yvonne Swafford & Tracy Vogelgesang

I presented this inquiry to teachers to get input on which Professional Development Strategy they would be most impactful to their teaching. Some ways to incorporate the choices for professional development include teachers within the building providing PD for staff (Google Classroom, Special Education Accommodations, Co-teaching Practices with SpEd Staff, etc.), and teachers observing others and then debriefing to discuss strategies that they would like to incorporate within their classrooms. Once teachers decide what they would like, I created a Google Document and shared with staff to get dates set. PD began in due to delays and school cancellations and will run through March.

\*UFLI: Don't Bother Me!

**Jillian Kemp**, Hess Elementary

**Team Members:** Georgette Depew & Margaret Halton

UFLI is fast approaching as the leading Phonics Program for increasing student readiness for reading. Many teachers are excited but unfamiliar with this program and frankly put, are unable to effectively teach it. Through this project, we have given our K-2 teachers an opportunity to view a UFLI lesson delivered from a veteran teacher. We will show how essential peer observations and collaboration are with the effectiveness of instructional implementation.

**Notes**

**Table 3**  
**Diamond Robinson, Facilitator**

\*Increasing Student Engagement Using Love & Logic and Instructional Rounds

**Kathy Prince Williams**, Ethel R. Jones Elementary School  
**Team Members:** Julie Whitten & Sarah Funston

Based on our Level 2 HRS survey results, we focused on increasing student engagement. We implemented Love & Logic strategies and utilized instructional rounds to gain collective efficacy in this area. We trained staff and parents in Love & Logic strategies and observed teachers using these skills during instructional rounds. The success of the project was monitored through data from informal walkthroughs, NWEA, PowerSchool behavior data, and teacher observation.

\*Are All Systems Go?

**Kelley Cox**, Westwood Elementary  
**Team Members:** Megan Cook & Kristin Owens

As a Leader In Me school, we strive to put systems in place that provide consistency among our classrooms. Through the work of instructional rounds, we were able to identify systems in place that strive to create an educational experience empowering and inspiring success in all classrooms as well as systems to strengthen to achieve the same outcome.

**Table 4**  
**Leigh Barnes, Facilitator**

\*Building Teacher Efficacy One Instructional Round at a Time

**Adam Allen**, Morton Elementary  
**Team Members:** Nicole Holley & Michelle Farina

Our team spent time identifying instructional strengths and needs to create in-house professional development. Teachers were able to spend time in their colleague's classrooms and see what makes them shine as educators!

\*Fostering Collaborative Environments: Enhancing Professional Development Application Through Relationship Building Activities

**Dominique Franklin**, Skiles Test Elementary  
**Team Members:** Yaritza Montijo & Rebecca Chandler

As an instructional leadership team, we intentionally incorporated a building relationships activity into the focused professional development of the month to evaluate the impact of teachers' relationships and sense of belonging on instructional practices. Our aim was to determine whether this would result in a higher number of teachers applying the newly acquired knowledge from the professional development in their teaching practices.

**Notes**

**Table 5**  
**Adam McDaniel, Facilitator**

\*Our Instructional Vision

**Stephanie McCann**, Grandview Elementary  
**Team Members:** Miranda VanCamp & Jessica Miller

Grandview Elementary worked as a lead team to develop a vision of instruction that will impact Grandview's instruction, achievement, and professionalism. This is in response to Marzano level 2 results, specifically 2.3. We wonder if creating a vision will clarify instructional practices that are prioritized at Grandview.

\*Improving Instruction Through Vertical Alignment

**Julie Young**, Allen J Warren Elementary  
**Team Members:** Julie Terry & Jamie Wilson

Our staff collaboratively worked on creating a vertical alignment of the power standards taught. The goal was improving and streamlining instruction. The biggest win was collaboration and meaningful discussion.

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

\*Block scheduling: What options work best for students?

**John Markward**, Northeastern High School  
**Team Members:** Jennifer Gaddis & Matthew Haynes

Northeastern High School moved to block scheduling but could not come to consensus on which daily schedule was best for students. For the first year, 3 different daily schedule options were implemented to see what works best for students.

**Notes**

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

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

**Andrews, K., Gruenert, S. (2023). Implementing instructional rounds. Presented at the annual Indiana Principal Leadership Institute Showcase of Schools, Indianapolis, IN.**

## Notes

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



*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 privatization 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!!

**“Great Principals, Great Schools!”**

