Indiana Principal Leadership Institute

INDIANA
Principal Leadership
INSTITUTE AT
INDIANA STATE UNIVERSITY

Cohort 11
Showcase of
Schools

April 8, 2025

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 o 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

Time	Event	Table Selected
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	
12:10 pm - 1:00 pm	AR Celebration and IPLI Next Steps	

Table 1
Brent Bokhart, Facilitator

*Simple: ONE Professional and ONE Personal Goals

Scott Upp, LaPorte High School

Team Members: Jim Wszolek and Dan Jeffers

In semester one of the school year, we participated in Instructional Rounds and the Self-Reflection video activities. In semester two and as a result of what was observed in the Instructional Round and the Self-Reflection video, staff developed one professional goal to work on during semester two of this school year. The professional goal should be dedicated to enhancing one instructional strategy that will be impactful in their classrooms. In addition, we asked to staff to develop one personal goal that they feel would make them a more effective teacher (exercise, walking daily, weight management, reflection time, etc....).

*Teacher Growth in the Evaluation System

Adam Barton, Eastern Hancock High School

Team Members: Jennie Gaylord, Jenni McDaniel

There are 5 areas of growth in our teacher evaluation system at Eastern Hancock. Teachers self-select to study one of the following each year 1. Structured and Nurturing Learning Environment 2. Clarity about Learning Outcomes 3. Knowledge of Students 4. Design of Engaging Learning Activities 5. Responsive and Reflective Teaching Practices. We are 2 years into our new teacher evaluation system at Eastern Hancock and it is time to reflect on its purpose and the usefulness of our PLC-type activities that lead toward teacher growth.

Table 2
Nathan Boyd, Facilitator

*Owning Classroom Observations

Stephanie Manley, Centerton Elementary

Team Members: Katie Arthur &Kelsey Creighton

Improving instructional practices may be difficult when teachers are alone within their grade levels. Utilizing our Compass Directions, we wonder if facilitating classroom observations with defined parameters will help us reflect and improve on our instructional practices and create a more collaborative culture.

*Team Approach to Instructional Rounds?

Julie Innis, Rushville Elementary Schools

Team Members: Angie Lakia & Stacie Padgett

A team consisting of a Team leader, new teacher and veteran teacher will conduct instructional rounds targeting classroom management and engagement then will debrief together after their observations. Surveys were given before and after this approach to determine the success of this initiative.

Notes

Table 3
Jaime Carroll, Facilitator

*Instructional Rounds

Robert Boltinghouse, Owen Valley High School

Our school adopted the Marzano template for Instructional Rounds. The goal of implementing this practice was for our teachers to see and identify instructional strategies they might implement in their own classroom. IE-tools for their toolbox. Teachers completed two rounds, one round was with a teacher in our building who was outside of their department. The other round was at the elementary level while in RTI or intervention groups. The idea was for teachers to see differentiation and how students of different readiness levels are taught in the same setting. This process comes more natural for elementary teachers vs. secondary level. At the end of our rounds, we will send a survey to staff to measure the effectiveness of the process and identify any areas to adjust.

*Viking Visits: Using Instructional Rounds for Teacher PD

Jarad Miller, Valparaiso High School
Team Members: Matt Thomas, Karissa Zippel

How can a school embed professional development within the instructional day for its teachers? The best kept secret... learning from each other! Viking Visits is an instructional rounds professional development opportunity for teachers to watch each other in action. There are many great practices and strategies being used by our teachers and having the opportunity for learn from each other can increase the overall teacher efficacy in our school. No admin, no direct feedback, just watching and learning. We are excited about teachers having the opportunity to perform Viking Visits and take what they learn into their own classrooms!

Table 4
Matthew Deeds, Facilitator

*Embracing Professional Growth

Tracy Seibert, Robert Taft Middle School
Team Members: Devin Lewis and Jill Adamski

As a school, we have spent the last several years making updates to our professional learning model, so we decided to focus our AR project on increasing teachers' energy about professional growth. Because we want our teachers to embrace professional learning as a positive opportunity, we have elicited more frequent feedback to create tailored professional learning including participation in instructional rounds, a PGP "pop-up" store, and a professional learning website. Our initial data indicates an increase in teacher engagement.

*Using Professional Growth Goals to Improve Collaborative Teams

Tami Haas, Crawfordsville MS
Team Members: Lisa Talcott and Lexi Carson

At Crawfordsville Middle School, teachers are transforming professional development into a dynamic, hands-on experience. Rooted in Marzano's 42 elements, our educators have set Professional Growth Goals that go beyond traditional training. Through deep collaboration, reflective discussions, and instructional rounds, teams have worked together to elevate teaching practices and foster a culture of continuous improvement. This action research project showcases how shared learning, goal-driven instruction, and intentional collaboration are reshaping classroom experiences and student outcomes.

Notes

Table 5

Brittany Greene, Facilitator

*Improving the PLC Process

Marty Young, Brownstown Elementary

Team Members: Amanda Terrell & Denise Stevens

Brownstown Elementary needed to improve/revamp the PLC process. How can we do this?

*Creating and Implementing an Instructional Rounds Framework

Sarah Zack, Washington Woods Elementary

Team Members: Anne Maslanka & Alex Kibbe

How can developing a school wide instructional rounds framework provide opportunities for teachers to observe effective teaching that will focus on sharing best practices to increase teaching capacity?

Table 6

Amy Linkel, Facilitator

*When we Learn as a Team, We Grow as a Team!

Nichole Alcorn, Haubstadt Community School

Team Members: Kim Ziliak and Donna Dunlap

HCS teachers wanted PD! HCS teacher leaders were ready to help! Our leadership team listened to the needs of the staff, researched Marzano's 43 elements of New Arts of Science of Teaching model, and prepared professional development that was specific to the staff's needs in a relatable and conference style professional development. In the end, we LEARNED as a team and most importantly we GREW as a team.

*Instructional Rounds

Eric Bryan, Fremont Elementary

Team Members: Randy David & Sarah Lyon

The purpose of our action research project is to see if Instructional Rounds helps to foster an environment where teachers feel valued and able to share teaching strategies to optimize both instruction and behavior management.

Notes

Table 7
Christy Merchant, Facilitator

*Culture & Climate Gardening

Chiquita Adams, Jefferson Traditional Middle School

Team Members: Shevlin Hughley & Jasmine Brown

Our project was aimed at enhancing the culture and climate of our school through focused efforts to regroup, share, fellowship and learn from one another in both professional and social settings. We implemented several activities over the course of four months to improve perceptions and grow as a team during an extremely challenging school year.

*Promoting Positivity Through Instructional Rounds

W. Ryan Bounds, Grimmer Middle School

Team Members: Sarah Roth and Sara Brejc

After Dr. Warrick's presentation about instructional rounds, the teacher leaders expressed a desire for all teachers to be able to observe other classrooms. In order to promote positivity throughout the building, a shared vision began to emerge. Teacher leaders presented the concept to the leadership team, followed by the entire staff. Instructional rounds are now being used to learn from and encourage each other; genuine enthusiasm for this initiative continues to grow among teachers.

Notes

Table 1
Aimee Lunsford, Facilitator

*Retrain, Refocus, and Revitalize PLCs: "How will we respond when students don't learn?"

Amy Cook, New Albany Floyd County Schools

Team Members: Brittany Becht, Allison Millner

Our team has committed to professional development and implementing structure to our PLC time to ensure that we stay focused on data and student achievement. Through the use of an organizer, agenda, and adapting our intervention we hope to retrain, refocus and revitalize our PLCs in our three middle schools.

*From Assumption to Action: Building Our Instructional Model Together

Jonathan Guthrie, North Montgomery High School

Team Members: Donnell Rogers and Megan Harshbarger

Originally, the staff at NMHS felt we had an instructional model in place. Through our own learning we discovered we did not and this led as the impetus for us to investigate, as a staff, what an instructional model is and the engage in building our own that fits the needs of our students and staff.

Table 2
Chad Rodgers, Facilitator

*Implementing a School-wide Instructional Model

Cris McCoy, Sugar Creek Elementary

Team Members: Alec Asbury, Amanda Riddell

While participating in IPLI, our team learned about Marzano's High Reliability School model. While giving the HRS surveys to our staff, we discovered that our school was missing the common language for school-wide instructional practices. We wondered how would identifying and implementing a school-wide instructional model set the foundation for future professional development? For our AR project, we began implementing and adapting Marzano's school-wide instructional model for our school.

*Reflect, Refine, and Elevate: A Collaborative Approach to Instructional Growth

Scott Sterk, Akron Elementary School

Team Members: Jenn Randall & Ethyn Brumbaugh

In this presentation, you'll see how teachers first collaborated to create an instructional framework grounded in best practices and school-wide goals. They then recorded a lesson and engaged in reflective questioning to analyze their teaching through the lens of this framework. Finally, you'll learn how they conducted instructional rounds, observing and learning from one another to refine their practice and enhance student learning.

Notes

Table 3
Amber Walters, Facilitator

*Learning from Each Other with a Common Goal

Abby Cleghorn, Rosedale Elementary

Team Members: Brittany Drummond and Mandy Roush

Rosedale Elementary has a strong staff and everything is moving in the right direction. What's missing? A stream lined model of instruction, instructional rounds, and positive follow up conversations. Join us as we share the steps we have taken in our journey to improve student learning and foster a culture of continuous growth.

*Improving Perception of Instructional Rounds

Sara Mastin, Arlington Elementary

Team Members: Olivia Noah, Jenna McKinley

Teachers across our building started the year with a negative perception of instructional rounds, for a variety of reasons. Our work has been to improve that perception through some alteration of the process in order to make instructional rounds more effective with our staff.

Table 4
Nathan Boyd, Facilitator

*Enhancing Teacher Effectiveness through Learning Walks/ Instructional Rounds

Erica Beard, Fox Hill Elementary

Team Members: Paige McGuirk, Emily Hollingsworth

The purpose of this action research project is to enhance teacher efficacy and effectiveness through instructional rounds/learning walks. The main objective is for teachers to observe each other to learn from one another, affirm instructional strengths, and advance best practices in our building. Our learning walks are focused on teacher growth and development through positive collaboration and connection.

*Enhancing UDL Practices Through Instructional Rounds: A Collaborative Approach to Inclusive Teaching

Abby Isenburg, Lewis Cass Elementary

Team Members: Nicole Nelson and Micah Bruner

This project uses instructional rounds to improve Universal Design for Learning (UDL) in classrooms. Educators observe lessons, share feedback, and learn from each other to make teaching more inclusive. By working together, they refine strategies to support all students and create more engaging, accessible learning experiences.

Notes

Table 5
Matthew Deeds, Facilitator

*Instructional Rounds: A Key to Staff Growth

Aretha Britton, Rhoades Elementary

Team Members: Emily Polanco & Kristen Rauch

Instructional Rounds provide a powerful framework for staff growth, fostering collaboration among educators to enhance instructional practices and strengthen professional dialogue. This action research investigates how observing effective teaching increases teachers' knowledge and implementation of highly effective small group instruction. Through structured classroom visits, teachers engage in a cycle of observation, reflection, and feedback, identifying common instructional trends across K-6 classrooms.

Collaboration is central to this process, as teachers analyze observed practices, discuss instructional strategies, and apply insights to their own teaching. By fostering a culture of reflective practice and continuous improvement, this approach supports both individual teacher growth and overall instructional effectiveness.

*Celebrating Colleagues

Renee Hutter, Bellmont Elementary School

Team Members: Dani Ulman and Jacki Morris

In looking at HRS school data, we decided to work on building our culture among peers. We took a survey to find if people felt appreciated and if they had been adequately acknowledged by colleagues. We then implemented a project where everyone intentionally recognized one person each week with a written shout out. These were read aloud and posted for everyone to hear/see. We observed behaviors during this time then gave the same survey again to see if answers had improved.

Table 6
Brent Bokhart, Facilitator

*A Tale of Two Schools and Two AR Projects

Brady McClure, Manchester Jr./Sr. High School

I started the 2024-2025 school year as the Principal at Oak Hill High School. Halfway into this school year, I accepted a position at Manchester Jr./Sr. High School. This AR project and presentation details the project that was originally started at Oak Hill High School, the transition I made to meet the needs of my new school, and overall how Action Research and IPLI has affected my career in a positive manner.

*Enhancing Teacher Collaboration Through Instructional Rounds: An Action Research Study

Ronnie Lawhead, Madison Consolidated high School

Team Members: Cortney Arrowood, Kenny O'Brien

This action research project explores how instructional rounds can enhance a culture of collaboration and sharing among teachers by fostering peer observations and reflective discussions. The study examines whether participation in instructional rounds increases teachers' willingness to collaborate and improve their practice, investigating how many rounds are needed to see a meaningful impact. Data will be collected through surveys, debrief discussions, video recordings, and notes, with rounds scheduled between January and March. Findings will be analyzed by comparing survey responses, reviewing debrief reflections, and reassessing collaboration scores using the IPLI survey after one year to determine if instructional rounds contribute to sustained professional growth.

Notes

Table 1
Amy Linkel, Facilitator

Instructional Model of Best Practices

Jennifer Norris, Farrington Grove Elementary School

Team Members: Jayme McCullough and Carra Stewart

The staff at Farrington Grove Elementary is doing so many great things in the classroom! Creating an instructional model of best practices will help us to have more of a shared vision for great teaching and learning in the classroom.

*Rounds with Results

Aubree Smith, Clinton Central Elementary School

Team Members: Melissa Hudspith & Jessica Brovont

My team explored the implementation of instructional rounds twice a year at Clinton Central Elementary, focusing on how these experiences create job-embedded professional development opportunities. This project investigates the relationship between instructional rounds and teachers' use of specific instructional strategies, levels of collaboration, and perceptions of professional growth.

By examining which instructional strategies are most frequently observed and discussed, how participating teachers perceive the impact of instructional rounds on their practice, and whether collaboration increases as a result of feedback and reflection, the project sheds light on the potential of this approach to transform teaching and learning.

Data collection methods include pre- and post-surveys, analysis of observation and debrief notes, and teacher self-reflections to track changes in instructional practices. The findings aim to illustrate how instructional rounds can lead to sustainable improvements in both individual teaching strategies and the collective professional culture of a school.

Table 2
Brittany Greene, Facilitator

*Strengthening Instruction Through Peer Observation

Brian McMahan, Tri-Township Elementary

Team Members: Savannah Sonaty & Hayley Smith

Teachers engage in instructional rounds to share effective practices, foster collaboration, and enhance student learning through peer observation, debriefing, and structured feedback.

*Languages of Appreciation

Megan Cripe, Southwick Elementary School

Team Members: Kaley Waterman & Allison Baker

This Action Research Project collected perception data on staff appreciation. The team analyzed how staff felt appreciated by administration and each other. The leadership team then took a deep dive into the "Languages of Appreciation" and used that information to foster appreciation amongst the team in the hopes of creating a trickle down effect in the school.

Notes

Table 3
Christy Merchant, Facilitator

*From Overwhelmed to Empowered: Improving Online Instruction Through Thoughtful Lesson Planning

Michele Guyer, Warren Online Academy

Team Members: Sara Uebbing and DeAndra Elliott

This action research project is aimed at addressing the challenges faced by teachers in implementing new online lesson planning expectations. By explicitly sharing and tying specific instructional strategies to our school's instructional model, this project seeks to empower teachers, increase their comfort level with lesson planning, and enhance the quality of online instruction. All strategies we focus on will be explicitly tied to our lesson planning template and the necessary durable skills identified by our district (Journey of a Graduate skills and dispositions). Through this project I hope to explore the impact of introducing these strategies on teacher practice and lesson planning.

*Frameworks for Growth: Strengthening Collective Teacher Efficacy to Transform Student Learning

Katie Isch, Adams Central High School

Team Members: Sandy Beckner and Kevin Dines

In his video defining Collective Teacher Efficacy, John Hattie describes this powerful influence on student learning as "teachers working together to have appropriately high, challenging expectations... fed with the evidence of impact" (Waack, 2018). This action research project helped our school build frameworks that support collective teacher efficacy through a focus on setting high expectations, gathering evidence of impact, and identifying highly-effective elements that support teachers and students in reaching these expectations, all while working collaboratively in our professional learning community.

Table 4
Jaime Carroll, Facilitator

*Enhancing Professional Growth Plans through Data-Driven Collaboration in PLC's

Jacob Rodriguez, Colonel Wheeler Middle School

Team Members: Mark Croell, Jill Vagner

Utilizing professional development that supports Professional Growth Plans within Professional Learning Communities.

*Building the Backbone: Creating a School-wide Instructional Model for Student Success at Pleasant Hill Elementary

Jennifer Moseley, Pleasant Hill Elementary

Team Members: Emily Brooks and Sarah Chapman

Pleasant Hill Elementary collaborated to begin the process of developing and implementing a school-wide instructional model rooted in Marzano's framework to enhance teacher effectiveness, student engagement, and academic achievement through consistent, evidence-based strategies.

Notes

Table 5
Aimee Lunsford, Facilitator

*SWIM Impact on Student Outcome

Jennifer Hall, Nicholson Elementary

Team Members: Paqxtonne Maurer & Maranda Patton

Nicholson Elementary developed an updated SWIM based by evaluating which of the Marzano's 43 Elements aligned with what our staff found to be most impacting on student learning and growth.

*"From Surviving to Thriving: Building a Culture of Celebration & Success!"

Rasheeda Green, McKinley Elementary

Team Members: Victoria Aldridge and Rebecca Smith

At McKinley Elementary, we have embraced the power of celebration as a driving force behind our success. By consistently recognizing staff achievements, sharing success stories, and giving well-deserved shout-outs, we have transformed our school climate from simply surving into one that not only soars but THRIVES!

Table 6
Amber Walters, Facilitator

*New Admin Team & Teacher Confidence

Stewart Durham, North Decatur Jr/Sr High School

Team Members: Breanna Metz

A new school year can bring new concerns for staff. A new school year with a new admin team can bring on a whole other set of concerns. These concerns were explored to search out what approaches new administrators took to keep the building on track while addressing the areas of "opportunity", and what approaches did not work.

*Vocabulary Vitality: Boosting Reading Skills with Schoolwide Vocabulary Instruction

Whitney Reinhart, Seymour Middle School

Team Members: Rachel Lubker and Clay Schepman

Our middle school admin and teacher leaders are working together on an action research project to boost reading proficiency through disciplinary literacy. We're focusing on Marzano's vocabulary strategies to help students better understand academic language in all subjects. By using these strategies, we hope to improve comprehension and critical along the way to ensure success.

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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

Notes

Creating a culture of inquiry rather than continuing to work in a culture of isolation represents a significant change within schools that must be supported. Systems successful in improving student learning are characterized by: articulated norms and values, a focus on student learning, reflective dialogue, collaborative practice, and deprivatization of teaching.

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

Happy Inquiring!!

"Great Principals, Great Schools!"

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