

Indiana Principal Leadership Institute

Cohort 5
Showcase of Schools
April 16, 2019

Showcase of Schools

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 team and their 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	Showcase of Schools Celebration	

Table 1**Lynlie Schoene, Facilitator******Launching into Level 2: Becoming a High Reliability School*****Brett Findley**, CSA Lincoln Elementary
findleyb@bcsc.k12.in.us**Team Members:** Clarissa Cook, Delaney George

CSA Lincoln is utilizing Dr. Marzano's instructional model, *The New Art and Science of Teaching*, to improve professional practices at the classroom level. During our Action Research Project, we have utilized the HRS Level 2 Results, self-assessed our current state, reviewed data, and determined next steps for professional development to move more educators to Level 3 (Applying) and Level 4 (Innovating).

****Developing Schoolwide Reading Instructional Norms*****Diamond Robinson**, Southwick Elementary School
drobinson@eacs.k12.in.us**Team Members:** Cindy Diehl, Mandy Hruschak

This presentation will outline the process our school began towards implementing reading instructional norms schoolwide. The team will present how we assessed the reading instructional needs, developed a time-line for schoolwide implementation of school norms, and embedded professional development in hopes of increasing student success.

Table 2**Alicia Gatewood, Facilitator******Positive Relationships Matter: How Can We Build Positive Relationships to Increase Student Success?*****Melody Meyer**, South Elementary School of Communications
melody.meyer@msdmartinsville.org**Team Members:** Tricia Anderson, Rita Richards

What impact does building positive relationships have on student success? In this session, we will share the activities and programs implemented to foster a positive, healthy, physical and emotional learning environment. We will show the effects that these activities and programs had on student success and the overall climate of the learning environment.

****Breaking Away*****Amy Linkel**, Amy Linkel
alinkel@sripley.k12.in.us**Team Members:** Leslie Rennie, Beth Mathes

Have you ever been at a loss of just how to emotionally help a student? Sometimes there is nothing you can say to help, but there is something the student can do. As we currently study trauma and the brain, we have created "Break Baskets" and activities to help regulate and reset student brains. This doesn't go without much research and time, but we will teach you how "Breaking Away" could help a student become better and fully engaged in your classroom.

Notes

Table 3
David Robertson, Facilitator****Building Capacity Through Instructional Rounds***

Amy Sander, Amy Sander
asander@gws.k12.in.us

Team Members: Mary McDermott, Melissa Slightom

Over the last several years, we have had a high turnover of staff members which caused a breakdown in systemic knowledge among teachers. We wondered if we could increase the systemic knowledge around instructional practices of our school, as well as create a cohesive, educational environment, with the implementation of an articulated instructional snapshot and instructional rounds.

****Our MVP Is Each Other!***

Beth Waterman, Roachdale Elementary
bwaterman@nputnam.k12.in.us

Team Members: Julie Evans, Heather Conner

In the elementary setting, it is so easy to exist in your own little classroom world. We purposefully scheduled instructional rounds so that we could build a culture of collaboration, break out of our comfort zones, and learn from our peers.

Table 4
Rhonda Roos, Facilitator****Building a Framework, Building a Team***

Zach Huber, Pine Elementary School
zhuber01@mcas.k12.in.us

Team Members: Josh Schultz, Lindsay Willis

As a school, we clarified classroom expectations by building an instructional framework, prioritized areas of need (problems of practice), and built a team to lead the work of helping to address the identified need(s). By choosing one area of need, we wanted to impact student learning with targeted intervention and support.

****Instructional Framework***

Jered Pennington, Amy Beverland Elementary
jeredpennington@msdlt.org

Team Members: Marti Dudley, Laurie Kimmel

It became clear after analyzing the results of the Highly Reliable Schools Level 2 survey data that Amy Beverland Elementary School needed a clear vision as to how instruction should be addressed. In an effort to decrease variance across instructional settings, this presentation will outline the process taken to create a clear, shared vision and the qualitative and quantitative data to measure progress.

Notes

Table 5
David Maugel, Facilitator

****Developing an Instructional Model***

Christopher Gerbers, Hamilton Jr./Sr. High School
cgerbers@sturgisps.org

Team Members: Jennifer Steyer, Jennifer Holden

Our Action Research Project at Hamilton Jr./Sr. High School looked at the development of an instructional model using the "Should, Might, Never" template as a guide. Using this format, we outlined what we should see daily, might see daily, and should never see in our classrooms. Through professional development and training, we then identified priority standards for classes, worked on proficiency scales, developed professional goals for teachers, and created a PBL framework to be used each semester. Using walk-through data, observations, teacher feedback, surveys, and google forms, we were then able to monitor if we were doing what we agreed to do when we developed our "Should, Might, Never" model.

****Instructional Model and Goals***

Tom Stoner, Kouts Middle/High School
tom.stoner@eastporter.k12.in.us

Team Members: Kristen Calvert, Jessica O'Brien

After taking the HRS Level 2 survey, there seemed to be a need for an instructional framework for our teachers. We asked, "How could instruction improve if a framework was established and teachers set a goal for their instruction?" An instructional model was created on what should and should not happen in the classroom. Teachers also set an instructional goal for the second semester that is posted in their classroom.

Table 6
Jack Parker, Facilitator

****I Wonder How Highly Effective Teaming Can Impact Student Behavior and Academic Success?***

Adrienne Bach, Charlestown Middle School
abach@gccschools.com

Team Members: Jennifer Barnes, Jerri Knight

Our team wondered how Highly Effective Teaming can impact student behavior and achievement. As we implemented our model, we collected data through staff surveys and interviews to answer the following questions:

- Is instruction better?
- Does it make a difference that we are on teams?
- Are we more collaborative?

As we strive for excellence at Charleston Middle School, it is our desire that this model is positively impacting our student behavior and overall success.

****Maximizing Professional Learning Communities for School Improvement***

Chad Houser, New Haven Middle School
chouser@eacs.k12.in.us

Team Members: Hillary Braden, Lyndsey Miller

After identifying deficits in existing professional learning communities (PLCs), our team sought to improve PLCs by implementing the research-based strategies found in Marzano's *A Handbook for High Reliability Schools*. Leading Indicator 1.4 (Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.) was at the heart of identifying and changing expectations in grade-level and department teams at New Haven Middle School. Teacher feedback through norm surveys drove the creation of new team norms, expectations, structure, and common goals.

Notes

Table 7
Mike Krutz, Facilitator

****Leadership Skills for Success***

Ryan Hill, Crossing School of Business and
Entrepreneurship
rhill@crossingcec.com

Team Members: Marissa Mills, Alyssa Jackson

School leaders were paired based on experience level and challenged to identify successful school leadership practices being utilized by his/her peer. Then, participants implemented practices, tracked effectiveness, and coached one another. The overall goal was to define school leadership success practices and transmit the implementation of those practices across the organization to increase student achievement.

****Developing and Implementing the MHS Instructional Snapshot***

Brian Disney, Mooresville High School
brian.disney@mooresvilleschools.org

Team Members: Kayla Dow, Aaron Milauskas

To create a strong instructional identity, the MHS staff co-created an instructional snapshot of what should be seen/heard almost daily, what might be seen/heard, and what should not be seen/heard. After the snapshot was developed during the fall semester, the MHS teacher-leaders developed plans to support the implementation. This spring, the snapshot is being used to guide our teacher-led professional development and peer-to-peer learning opportunities to support implementation and encourage collaboration among the teaching staff.

Notes

Table 1
Mike Sargent, Facilitator

****From the Hallways to the Classroom***

Tim Pletcher, Clay High School
tpletcher@gmail.com

Team Members: Dakota Foster, Ian Lewis

As we work to implement our PBIS systems to improve our school culture, our initial focus is getting students out of the hallways and into the classroom. We are examining our rules and attitudes and making necessary changes to emphasize the importance of class time.

****What Impact Does Social Emotional Training Have on Students..... Is This a Worthy Investment?***

Robert Wilson, Robert Wilson
robert.wilson@portage.k12.in.us

Team Members: Sandra Porter Phillips, Carrie McGinty

Portage Township Schools will implement multiple layers of Social Emotional Learning programs across the district. We are looking to positively affect the culture and climate of the district and are looking to see what impact this may have in terms of the students' attendance, attitude, and academic progress.

Table 2
Rhonda Roos, Facilitator

****Student Accountability Initiative***

Dawn Tucker, Cloverdale Middle School
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Team Members: Jessica Fidler, Kathy Moore

This presentation will outline the building blocks of our student accountability initiative. Our presentation will include how we have implemented a no excuses mindset in order to positively impact the learning environment of our building and prepare our students for post-secondary educational success.

****Transparent Systems of Connection: Knowing Our Impact on School Success***

Matt Vandermark, Franklin Township Middle School East
matt.vandermark@ftcsc.org

Team Members: Kristy DeVoy, Matt Sweetman

By creating a transparent system of communication focused on the impact of teacher input, FTMS East will improve the school environment and school performance. To do so, we must define and implement a system that establishes a connection between staff input, the school improvement committees, and the leadership team. These connections will then be utilized to create a whole-staff focus on improvement goals and success criteria; thus allowing for greater success for FTMS East.

Notes

Table 3
Rex Ryker, Facilitator

**Path to Improving Instruction: Using Learning Walks to Engage Teachers in Instructional Conversations, Implementation, and Reflection*

Amanda Landrum, Bon Air Middle School
alandrum@kokomo.k12.in.us

Team Members: Kris Dill, Brody Goodnight

How can instructional rounds improve/increase instructional conversations, reflection, and implementation of new instructional strategies? Using *Learning Walks*, teachers will observe in their colleagues classrooms, collect data and return to PLC's to engage in deep conversations and reflection on instruction in our building.

**Increasing Teacher Efficacy Through Instructional Rounds*

Chad Reedy, Creston Middle School
creedy@warren.k12.in.us

Team Members: Elisa Stanfill, Matthew Wojas

After analyzing Level 2 HRS data, our team discovered that teachers in our building were rarely provided opportunities to observe other teachers. In addition, there wasn't a clear model of instruction for teachers to reference. This presentation outlines how we worked with the Language Arts Department to develop instructional models for the different features of their new curriculum and how instructional rounds were utilized to help them build efficacy.

Table 4
Alicia Gatewood, Facilitator

**The Journey to Becoming a Trauma-Informed School*

Angela Girgis, Lincoln Elementary
girgisa@nlcs.k12.in.us

Team Members: Danielle Martin, Jamie Roub

This presentation will summarize the journey our entire staff has made toward becoming a trauma-informed school. It has required a paradigm shift in our knowledge, attitudes, and skills. Because managing classrooms of students coping with high levels of traumatic stress can seem overwhelming, we have dedicated our school year to better equipping our staff with trauma responsive educational practices.

**Creating a Safe School Culture*

Heather Green, Rome City Elementary School
hgreen@eastnoble.net

Team Members: Julie Fuller, Cheryl Herber

Do you wonder where your students feel the most unsafe within your school? After surveying students, data led us to discover where students feel unsafe. Reflecting on the data and formulating a plan to make the focus on our most needy area (busses), we were able to put a plan in place to help students feel safe and lower the amount of discipline issues on the busses.

Notes

Table 5
Mike Krutz, Facilitator

**Individual Goal Setting*

Chris Kane, Silver Creek Elementary
ckane@westclarkschools.com

Team Members: Abbey Clark, Jami Poore

Each teacher at Silver Creek Elementary set an individual instructional goal that relates to their content and area for improvement. Once the goal is set, the teachers will monitor their progress and use a reflection template throughout the process. At the end of the window, each teacher will compile a short summary of their goal results and how it impacted their students' achievement. Our team will look for common areas so that we can offer continued PD to support the teachers.

**The Cube: Snapshots of Reflective Practice*

Emily Tracy, OJ Neighbours Elementary School
tracye@apaches.k12.in.us

Team Members: Kathy Wilson, Kristi Clark

Reflective practice looks different for different teachers. It also looks different for different administrators. How can we move past traditional feedback, or the lack thereof, and provide an innovative avenue to empower professionals to practice self-reflection and do something with it? And . . . take care of some observations along the way . . . The CUBE!

Table 6
Lynlie Schoene, Facilitator

**Improving Classroom Instruction and Student Learning*

Cinda Ahlrich, Milan Elementary
cinda.ahlrich@milan.k12.in.us

Team Members: Kris Clark, Lisa Ludwig

How can we ensure a viable curriculum in every classroom? Our team project focused on identifying and teaching essential standards at every grade level. In addition, we developed "I Can Statements" to help students set goals and monitor progress.

**Using PLC's to Improve Curriculum Mapping*

Randy Maurer, Eastern Elementary School
randy.maurer@eastern.k12.in.us

Team Members: Shane Kretz, Stefanie Hibschan

We wondered how we can use PLC's to formulate a viable curriculum based on priority standards. It is through our process of PLC meetings, curricular research, and staff collaboration that we prioritize our standards and improve our pacing guides.

Notes

Table 7
David Robertson, Facilitator

****Developing a Schoolwide Model of Instruction***

Leigh Barnes, John Simatovich Elementary School
lbarnes@union.k12.in.us

Team Members: Angela Ross, Raven Fischer

After analyzing Level 2 HRS survey data, our team found that responses to leading indicators regarding topics surrounding vision, expectations, and feedback on instruction were all areas highlighted as improvement needed. This presentation will provide a model example of how our school developed and implemented a model of instruction. We will also share how our culture and climate have improved as a result.

****Construction Zone: Getting out of Your Comfort Zone***

Chrystal Street, Brownstown Elementary
cstreet@btownccs.k12.in.us

Team Members: Jamie Temple, Tonya Fee

Professional development is an area in which Brownstown Elementary is trying to grow. The building is full of teachers with great ideas, expertise, and enthusiasm. Teachers will participate in instructional rounds in which they will be able to share their strengths and talents with their colleagues as well as acquire new ideas and pursue areas of interest to develop their instructional capacity.

Notes

Table 1
Brian Disney, Facilitator

****Building an Instructional Snapshot Chart***

Rachel Vallance, Northridge Middle School
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Team Members: Caleb Mast, Chance Starcher

We created an instructional snapshot chart for our school. This was a long, intentional process by design to ensure validity. We chose this project in response to our Level 2 Survey data indicating that we needed a written document articulating our Schoolwide model of instruction.

****Instructional Snapshot & Instructional Rounds Action Research Project***

Benjamin Williams, Mt. Vernon Middle School
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Team Members: Brian Johnson, Amanda Hill

After analyzing Level 2 HRS survey data, our team found that responses to leading indicator 2.6, "Teachers have opportunities to observe and discuss effective teaching." needed improvement. The purpose of inquiry was to find authentic solutions to enhance the MVMS professional culture where Teachers had an agreed-upon common set of core instructional values and were given time to view and discuss effective teaching strategies.

Table 2
David Maugel, Facilitator

****Growing Together with Our Schoolwide Instructional Model***

Brent Bokhart, Crawfordsville Middle School
bbokhart@cville.k12.in.us

Team Members: Rachel O'Neal, Tami Haas

Crawfordsville Middle School collaboratively developed a Schoolwide Instructional Model. Development of the model was followed by collecting multiple points of data to indicate appropriate areas of support. These areas of support were then targeted through teacher led professional development opportunities within our PLCs.

****Instructional Rounds to Support New Teachers and Schoolwide Professional Growth***

Carey Storm, Raymond Park Intermediate Academy
cstorm@warren.k12.in.us

Team Members: Jodi Denton, Karen Marchuk

With the knowledge that the best professional development typically occurs within our own school building from our own colleagues, our team desired to launch instructional rounds to support professional growth. Our team first established a schoolwide instructional framework to serve as the foundation for instructional rounds. We will analyze how providing teachers the time to complete instructional rounds and debrief with colleagues can support professional improvement and therefore, student achievement.

Notes

Table 3
Rex Ryker, Facilitator

**Synchronizing Seeger: A R.E.A.L. Community (Relationships, Empathy, Academic Excellence, and Leadership)*

Rob Beckett, Seeger Jr. Sr. High School
rbeckett@msdwarco.k12.in.us

Team Members: Diane Hearn, Mindy Hunter

With a number of new teachers at Seeger Memorial Jr. Sr. High School, it seemed especially effective to focus on building relationships among our faculty and staff. Seeger has a reputation for being a welcoming place with caring faculty and staff, respectful students, and high expectations for academic success through collaborative, relational practices. However, over the past few years, there has been a large turnover in faculty and staff, and it is time to rebuild the foundation of community among faculty, staff, and students through intentional relational activities.

**Utilizing PLCs to Improve Academic Rigor*

Adam Long, Tri-Central Middle/High School
along@tccs.k12.in.us

Team Members: Shannon Stockdale-Elfman, Cris Harlow

Over the past couple of years, our building has worked to be more intentional with instruction and assessment. Over the summer, we decided to implement PLCs to help build uniformity across the building and to open up communication lines between teachers of all content areas. Our team will discuss the process we have taken to implement PLCs and the data we have collected concerning the progress that has been made towards focused instruction and assessment.

Table 4
Mike Sargent, Facilitator

**Maximizing Our Use of Data*

Tiffany Oswalt, Paragon Elementary School
tiffany.oswalt@msdmartinsville.org

Team Members: Michelle Baker, Stephanie Kern

Our team is collecting data to see what programs help inform our instruction and how to use the data information to effectively teach daily lessons. Our goal is to focus our attention on programs that are showing growth and eliminate the programs that are not helping our students.

**Finding Your Passion and Connect It to Student Learning!*

Karrienne Polk-Meek, Starr Elementary School
karriannep@rcs.k12.in.us

Team Members: Whitney Sherrow, Melissa Jordan

Data should guide instructional decisions in any building and to that end, our school improvement plan outlines our goals and sets clear benchmarks for success. As a team, we struggled with aligning our SMART goals with our school improvement plan while retaining our teacher's passions for teaching and learning. This team will present how we set out to align our building SMART goals with our school improvement plan while encouraging teachers to pursue their professional passions and take risks.

Notes

Table 5
Jack Parker, Facilitator

****Professional Growth Goals Within A Schoolwide Instructional Framework***

Matt Deeds, Harrison Elementary School
mdeeds@warsawschools.org

Team Members: Katie Maile, Linda Moore

This presentation will demonstrate how we created and aligned a schoolwide instructional framework with teachers setting, monitoring, and tracking progress towards specific professional growth goals to improve instruction in their classroom. We will share the process we used to implement our instructional framework and instructional growth goals with teachers at Harrison Elementary.

****Effective Implementation of Common Instructional Practices***

Sandra Joseph, Corydon Intermediate School
josephs@shcsc.k12.in.us

Team Members: Kristi Bowsman, Lynn Whittaker

Each month, hallway walks will be conducted by Mrs. Joseph. Data from what should be seen, might be seen, and should never been seen in the classroom daily will be tallied each month. Monthly charts will be compared to ensure that common practices are being implemented in each classroom. If a gap or decline is noticed within the indicators, those deficits can be used to drive future professional development.

Table 6
Amy Linkel, Facilitator

****Encouraging Instructional Excellence***

Jessica Neill, Western Wayne Elementary
jneill@wwayne.k12.in.us

Team Members: Kate Charlton, Teresa Ervin

By building consensus with staff members, we were able to share a vision of effective instruction. The expectations could be observed in classrooms by administrators and staff members during classroom observations and learning walks.

****Instructional Model-Promoting Effective Teaching in the Classroom***

Melissa York, Monrovia Elementary
myork@m-gsd.org

Team Members: Josh Flynn, Sarah Cleveland

Our project is creating an instructional model to promote and support effective teaching in our building. We are providing professional development to support the implementation of our instructional model through videos and activities.

Notes

Table 7
Alicia Gatewood, Facilitator

****Our Path to Positivity!***

Tiffany Barrett, Vienna-Finley Elementary School
tbarrett@scsd2.k12.in.us

Team Members: Lori Smith, Lindsey Cazares

Come stroll along our path and see the steps we've taken for a more positive environment in our school. From starting our day off on the right foot with positive student engagement to celebrating our successes in the classroom, our journey is bringing our school vision to life—Excite, Empower, Engage, Explore, & Educate!

****Creating a Wholehearted Living Culture***

Shane Killinger, Sprunica Elementary
skillinger@browncountyschools.com

Team Members: Alyson Hanus, Alyse Johnson

This presentation will outline the journey our school began toward Living Wholehearted. This was accomplished by doing unexpected events, deeds, and affirmations. With a new leader coming in this year, and the majority of our staff being Type A personalities, we felt new systems needed to be in place to make our environment supportive and joyful. The team will present how we initiated the process, how it was introduced to staff, the professional development provided, and the steps we took to ensure success. This will end by promoting the concept of “Surprise and Delight” within our classrooms.

Notes

Table 1
Alicia Gatewood, Facilitator

****Lights, Camera, Action Plans!***

Jamie Alexander, Greenbriar Elementary
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Team Members: Kendall Kreinhagen, Heidi Kensinger

Schools have the opportunity to collect a wide range of data on students. What do you do with the data? How do you use the data to drive instruction? Should you focus on students that are close to a target or focus on those that are further away from the target? We wondered how implementing individual teacher action plans would impact our academic achievement and professional growth.

****Student Engagement Data***

Aimee Lunsford, Flint Springs Elementary
alunsford@hccsc.k12.in.us

Team Members: Kerri Landrum, John Stoffel

By using a strategy shared in HRS Level 2 PD, our school is looking to increase student engagement by simply monitoring and posting data from our walkthroughs. Data and prompting questions are changed out in our teachers' lounge.

Table 2
Lynlie Schoene, Facilitator

****Leadership Teams: What Are the Positive and Negative Effects?***

Michael Gabauer, Wea Ridge Elementary School
mjgabauer@tsc.k12.in.us

Team Members: Lisa Oaks, Lydia Reardon

After reviewing the Level 1 HRS data, we found leading indicator 1.3—Teachers have formal roles in the decision making process regarding school initiatives, was an area that needed to be addressed. The team will present on the development of two leadership teams—a staff council and a resiliency team. We will discuss how these teams allowed, or did not allow, teachers to have a greater voice and greater engagement in regards to decisions being made for the school.

****Developing an Instructional Model to Use During Instructional Rounds***

Debbie Steffy, Fillmore Elementary
dsteffy@sputnam.k12.in.us

Team Members: Emily Brinkman, Annie Richmond

HRS Level 2 survey results revealed that the staff didn't feel that they had meaningful discussion and/or observation of effective instruction in our building. Our group felt that we needed to have a consistent definition of effective instruction (development of the Instructional Model) and use this document during observations of their colleagues (Instructional Rounds). We will share our journey and how it has affected the educational climate at Fillmore Elementary.

Notes

Table 3
David Robertson, Facilitator

****Improving Student Performance Through a Schoolwide Instructional Model***

Dustin Jorgensen, Forest Park Elementary
jorgendu@clay.k12.in.us

Team Members: Sarah Goda, Mavery Quinn-Bridgewaters

The team has created an Instructional Model DRAFT of what we should see and hear almost daily in classrooms, what we should see and hear often in classrooms, and what we should never see or hear in classrooms. The teaching staff has worked and created input to this instructional model draft for Forest Park Elementary. The draft was put together and presented to the staff at a staff meeting. It is a working document to see if student performance improves from this instructional model draft.

****Collective Understanding of a Viable Reading Curriculum***

Kirsten Phillips, Charles Elementary
kirstenp@rcs.k12.in.us

Team Members: Kelly Amos, Taylor Shera

This presentation will outline the journey our school began towards refining and clarifying highly effective instructional practices during the 90-minute reading block. With a high turn-over rate of teachers, our team realized we needed clear expectations of each component and to ensure a balanced literacy approach. Join us for a discussion on our data collection, professional development, and next steps of our journey.

Table 4
Amy Linkel, Facilitator

****Positive Leaders Connecting (PLC) - Transforming Teachers to Teacher-Leaders***

Brian Byrum, North Vermillion Elementary School
bbyrum@nvc.k12.in.us

Team Members: Taylor Dicken, Amanda Hendrix

I wonder if the PLC model will create a more applicable use of professional development time, improve teacher buy-in, and create teacher leaders. Implementing the PLC model from the ground up is a new development for our staff. We hope that this model will inspire teachers to review curriculum and assessment more consistently and make changes to impact student growth.

****Pursuing Purposeful PLCs***

Sandy Myers, Silver Creek Primary
smyers@westclarkschools.com

Team Members: Dawn Hall, Leah Timmons

The purpose of our action research was to increase collaboration and effectiveness of our PLC teams to be more intentional with conversations concerning instruction. We developed roles for each member and job descriptions for each role to become more focused and intentional within our PLC teams. Teams used a rubric to self-evaluate and determine next steps for improvement. Discover strategies and resources to tighten up and pursue purposeful PLCs to improve instruction.

Notes

Table 5
Brian Disney, Facilitator

****Bridging the Culture Divide - Connecting with EL Families***

Chad Sickbert, Southridge High School
sickbertc@swdubois.k12.in.us

Team Members: Michelle Allen, Ryan Wallace

Despite continuous efforts to better meet our EL students' instructional and learning needs, our staff members felt there was a disconnect between the school and our EL (primarily Latino) families. Our team sought to better connect with our Latino community in hopes of bridging this cultural divide.

****What are the Best Practices to Increase Freshman On-Track Data***

Candy Van Buskirk, Michigan City High School
cvanbuskirk@mcas.k12.in.us

Team Members: Adam Goebel, Ben Gillman

We are collecting data from principal/student meetings, counselor/student meetings, and teacher/student meetings during impact period, and analyzing Freshman On-Track Data. Freshman On-Track Data that are monitored include: grades, attendance, and discipline. We are using the data to identify what support practices are most beneficial to students that have 2 or more F's.

Table 6
Rhonda Roos, Facilitator

****Could You Rephrase the Question?***

Davin Harpe, Center Grove Middle School North
harped@centergrove.k12.in.us

Team Members: Chelsea Fleming, Beth Heavin

Through review of our High Reliability School data, teacher observation data, and our professional development plan, we identified the need to focus on highly effective questioning techniques during instruction. We created opportunities for teachers to review videos of instruction in other classrooms and discuss best practices of questioning. Instructional rounds and additional informal opportunities to discuss current practices also promoted highly effective questioning in our classrooms.

****Instructional Academic Vocabulary***

Tracy Horrell, Western Middle School
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Team Members: Kay Lazar, Heather Yentes

Initially, we integrated core subject area teachers to determine a list of instructional terms that anyone should see/hear, might not see/hear, or should never see/hear when walking into a classroom. Secondly, each team was assigned an academic term that had been repeated by each team. The academic team then wrote what it "looked like" in each category. This way, all staff members had a clear understanding of Instructional Academic Vocabulary and its accurate use.

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Meyer, Melody, S1,T2	3
Myers, Sandy, S4,T4	16
Neill, Jessica, S3,T6	13
Oswalt, Tiffany, S3,T4	12
Pennington, Jered, S1,T4	4
Phillips, Kirsten, S4,T3	16
Pletcher, Timothy, S2,T1	7
Polk-Meek, Karrienne, S3,T4	12
Reedy, Chad, S2,T3	8
Robinson, Diamond, S1,T1	3
Sander, Amy, S1,T3	4
Sickbert, Chad, S4, T5	17

Steffy, Debbie, S4, T2	15
Stoner, Tom, S1, T5	5
Storm, Carey, S3, T2	11
Street, Chrystal, S2,T7	10
Tracy, Emily, S2,T5	9
Tucker, Dawn, S2,T2	7
Vallance, Rachel, S3,T1	11
VanBuskirk, Candy, S4,T5	17
Vandermark, Matt, S2,T2	7
Waterman, Beth, S1,T3	4
Williams, Benjamin, S3,T1	11
Wilson, Robert, S2,T1	7
York, Melissa, S3,T6	13

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

Marrs-Morford, L., Davis, L., & Ray, M. (2018). Implementing instructional rounds. Presented at the annual Indiana Principal Leadership Institute Showcase of Schools, Indianapolis, IN.

[illegible]



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!!