

Indiana Principal Leadership Institute

Cohort 7
Showcase of Schools
April 13, 2021

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*, 644³, pp. 579-136)

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
Rob Moorhead, Facilitator

**Changing School Culture*

Sam Melton, South Dearborn Middle School
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Team Members: Kathy Rogers, Patrick Ballard

We are looking at how we can change and improve the culture of our building. We are focusing on positive behavior and acts of kindness to see how that will change the culture of our teachers and make a difference in our educational atmosphere.

**A Proactive Approach to Positively Impacting Students Through Strong Relationships*

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

Team Members: Lisa Leliaert, Jenn Blasdel

We have always valued strong relationships at Maxwell Intermediate School; however, we have never systematically built a school-wide process by which to foster the growth of stronger relationships throughout the building. After not having students in school for five months, we believed this was the right time to venture down this path. By utilizing the books 80 Morning Meeting Ideas and Hacking School Discipline, our staff has gained knowledge to collaboratively and intentionally implement relationship-building strategies that will positively impact our students' long-term well-being.

Table 2
Emily Tracy, Facilitator

**Together we can!*

Samantha Phegley, Sullivan Elementary School
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Team Members: Jackie Ridge, Carrie Baker

As a team we decided on the following ways to make a conscious effort to celebrate teachers and staff:

- Develop a "Toot'n Horns" bulletin board where we recognize teacher and staff accomplishments and support.
- More frequent Facebook and website updates that celebrate teacher accomplishments.
- Acknowledging teacher leaders and innovative practices at staff meetings by administrators presenting their work or those teachers presenting their own work.
- Celebrating teacher and staff work with monthly carry-ins and treats.

**Making Connections in a Socially Distanced School Environment*

Angela Ayers, Little Turtle Elementary
ayersar@wccsonline.com

Team Members: Shannon Scott, Jessica Herb

We believe the priority of this school year is to maintain a safe and caring school community. In a time when social distance is required, we are hoping that the practice of Circles within classrooms, counseling sessions, and even when some type of discipline is necessary, that positive relationships will be the product. When we are in positive relationships (relationships where we are recognized, heard, respected, and valued) we are in healthy community.

Notes

Table 3
Nathan Boyd, Facilitator

**Lower Failures to Improve Graduation Rates*

Chris Rountt, Scottsburg High School
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Team Members: Jennifer Morris and Ashlee Hafer

To lower our failure rate for courses and improve graduation rates, we have implemented common expectations (OKRs). Our common expectations include the use of Canvas as our content driver, "one thing" to bring clarity to our lessons, sticky traits to improve retention, and tracking the data weekly. Our goal is to have no more than 10% of our students failing one class.

**TLC: Boosting Technology, Learning, and Confidence*

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

Team Members: Jill Gilford, Laura Rogers

Learn how we focused on improving our teachers' technology skills to give them a strong foundation to build on their virtual instruction. We took an intentional approach and focused on identifying what would work best for each individual teacher and then scheduled opportunities for teachers to learn from one another. The team will present how our staff worked together to improve everyone's virtual instruction.

Table 4
David Robertson, Facilitator

**Working Together is a WIN*

Rhonda Lanie, Howard Elementary
rhonda.lanie@nwsc.k12.in.us

Team Members: Darion Murphy

As a school we began creating an instructional model for WIN Time. We held meetings to determine what we would always see, sometimes see and never see during WIN instruction, and PLCs. Through this meeting, it was determined teachers needed a better understanding of what data to use when determining skills to be taught during WIN and what skills students reached proficiency in. Our project consists of providing staff with more knowledge in determining the quality of assessments based on standards.

**Effective School-Wide Instruction. What constitutes effective instruction and how do we ensure it is taking place throughout the building?*

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

Team Members: Shae Zimmerman, Jenelle Holmes

We surveyed the staff using Marzano's research dealing with The New Art and Science of Teaching. Using the results, we analyzed the data with the School Improvement team to finalize our non-negotiable effective teaching strategies (2-3 total) as a building. We plan to define what each non-negotiable is in each grade level, decide how we will accomplish it, and then how we will measure success in each area. We hope to add to this list each year.

Notes

**Table 5
Amy Linkel, Facilitator**

**Developing a School Wide Instructional Model*

Camie Akers, Pine Village Elementary
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Team Members: Katie Tillotson, Faith Maroska

As a small school with several new staff members being brought in next year, we began wondering would a School Wide Instructional Model be beneficial to our school. This model we believe will be an integral piece for our new staff member to see the expectations as well as a reminder for our veteran staff members.

**Chose Joy - Staff Climate*

Michelle Burch, Coesse Elementary
burchmm@wccsonline.com

Team Members: Vicki Hinen, Angie Grable

With the pandemic and district professional development focus, I have tremendous concern about the climate and mental well-being of my staff. The purpose of my inquiry brief is to find our joy and community in positively increasing the climate in our building.

**Table 6
Brittany Greene, Facilitator**

**Pair the Love*

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

Team Members: Jessica McDaniel, Christie Taylor

Our team worked with teachers to utilize Marzano's art and science of teaching effective strategies. Teachers self-identified areas they wanted to grow and were paired with a teacher that excelled in that area. Teachers then provided each other with feedback on the best practices they saw.

**Increasing the Ratio of Positive Comments to Corrections*

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

Team Members: Leslie Metcalf, Jenni McCarthy

Teachers are assessing themselves to increase the amount of positive interactions with their students. The goal is to increase the ratio of positive interactions to corrections.

Notes

Table 7
John Ralston, Facilitator

**Stretch Goals*

Celina Clements, Mill Creek West Elementary
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Team Members: Stacey Shields, Amanda Eisenbarth

Teachers were asked to define their strengths in technology and reading and create 2 goals that would help strengthen those 2 areas. Goals would be monitored by personal reflections and development of these skills over the course of one school year.

**Clarks Creek Elementary: Planting Our Roots as a STEM School*

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

Team Members: Jon Adams, Karisa Schwanekamp

Our school has been working hard on establishing a culture of STEM education as a priority across a variety of formats for our students. We have decided to complete the state application for becoming a STEM-certified school. Completing this process is an intense process involving compiling, organizing, and presenting the data and evidence described in the rubric provided by the Indiana Department of Education. If you're interested in doing the same at your school, check out the way we approached each step of the process.

Notes

Table 1
Brent Bokhart, Facillitator

**The MEC Way: What does it look and sound like?*

Carl Blythe, Mary Castle Elementary School of
International Studies
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Team Members: JaMia Jones, Ashley Jones

For the last 5 years, we have placed a strong emphasis on our instructional model and making shifts that would better prepare students for the future. We have worked to shift our instructional model to be more student-centered as we prepare students for the new economy. As a school, it is our goal to have shared commitments for teaching and learning with deliberate practice as we ensure equity and access for all students. But how does defining our instructional model impact staff development and student achievement, both individually and collectively?

**Growing Instructional Model*

Pamela Guilliams, Sunman Elementary
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Team Members: Karri Kelley, Jessica Miller

Growth can happen in a blink of an eye or over a prolonged period of time. Through the use of The Growth Mindset Playbook, an Instructional Model has the potential to develop and grow into a powerful tool for teacher improvement.

Table 2
Christy Merchant, Facillitator

**Model Of Instruction: A focus on consistency of HR instructional methods throughout all classrooms!*

Brett Berndt, Culver Community Middle/High School
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Team Members: Todd Shafer, Michelle Fobert

We are focusing on creating a model of instruction that will provide methods that all teachers will focus on. In this model teachers will provide strategies used in the classroom to increase and improve effective instruction. Teachers will create goals for one competency of the model. As a staff, teachers will collaborate with other teachers with similar goals/competencies. Teachers will be able to peer review other classrooms and provide effective feedback on that goal. Administration will perform classroom observations and only focus on that selected competency. Our goal is to create consistent instruction throughout all classes. Our hope is that it will increase student engagement, effectiveness in the classroom, and overall achievement scores.

**Creating and Supporting a School-wide Model of Instruction*

Ann Marie Caballero, William Fegely Middle School
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Team Members: Tara O'Hare, Sandy Samardzija, Jeff Smenyak & Keary Weaver

With so many different initiatives throughout the years, we saw a need to focus on the fundamental truths of who we are. Our thought was, by creating a school-wide written model of instruction, educators at William Fegely Middle School will all know and understand the expectations in every classroom. Through surveys, self-evaluations, practice, and the use of The New Art and Science of Teaching by Robert J. Marzano, we created our written model of instruction, generated feedback walk-through exit tickets, set goals, and collected data to support our growth.

Notes

Table 3
Krista Nelson, Facilitator

**Supporting Adolescents Through A Pandemic: Achieving Success Beyond Academics*

Alissa Schnick, Westville Middle/High School
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Team Members: Ashley Spurr, Pamela Schnabel

For more than a year, our school has had less discipline problems and more mental health issues than ever before. Since returning to in-person instruction in the fall of 2020, social and emotional health concerns have been at an all time high. With only one school counselor to service students in grades 7-12, the needs of struggling students were not being met. Our team polled the student body to see what stressors students were feeling, and what coping strategies students needed and wanted to help overcome their struggles.

**Making Teachers Whole: Elevating Teacher Self-Care During Challenging Times*

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

Team Members: Kristina Pentelow, Maria Sobecki

2020 was an unprecedented year for educators. With so many outside factors impacting our building and staff, we chose to focus on building resilience in teachers to avoid burnout, take control of what they can control, and to make teachers whole so they can give their absolute best for students. We began looking for ways to address the physical, psychological, emotional, spiritual, and professional needs of teachers, which we believe will have an impact on the achievement of our students. Our goal is to come up with a few specific methods/tools teachers can use each year to take care of themselves when they encounter challenging times, and to help them avoid burnout.

Table 4
Chad Rodgers, Facilitator

**Implementing a School Wide Instructional Model*

Nick South, Lexington Elementary School
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Team Members: Sherri Hale, Allison Radenmacher

This project focuses on outlining the best instructional practices that should be used in every classroom in our school. Best practices were selected based on research and observations of effective instruction. These were collected, published, and will be used to support school academic goals.

**99 Problems And An Instructional Model Isn't One*

Ryan Jenkins, Central Elementary School
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Team Members: Lindsay Brown, Michelle Brown

With ever-changing mandates locally and from the state, new school and corporation initiatives, and extended eLearning, we feel overwhelmed. We wondered if we examined our strengths and weaknesses, identified what was most meaningful to us as a school and focused our attention on matters that we can control, could we lessen our stress and become more focused in our instruction. To accomplish this we created a school instructional model.

Notes

Table 5
Amy Linkel, Facilitator

**Learning from Each Other*

Beth Henry, Southwest Elementary School
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Team Members: Jennifer Hussung, Shayla Jacobs

We implemented instructional rounds for our Action Research Project. We wanted to see how instructional rounds positively impacts teaching and learning in our school.

**Instructional Rounds: The Utilization of Colleagues in Self-Improvement*

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

Team Member: Nicole Clark

Through the implementation of Instructional Rounds, teachers will be provided the opportunity for genuine on the job training, in areas they specifically feel is of the most need. Teachers will get into each other’s classrooms, where they will observe and learn from their professional colleagues and pick up strategies and ideas to better reach the needs of their students in their own classrooms.

Table 6
Brittany Greene, Facilitator

**Building Effective Strategies in Every Teacher’s Tool Box*

Michelle Tarnow, Knox Community Elementary School
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Team Members: Kyle McCan, Laura Wilson

Teachers reflected and self assessed their knowledge and use of engagement strategies supported by research. Staff members set goals to increase the use of a specific strategy. Progress toward goal was self-monitored and supported through the use of teacher team collaboration. The activity culminated with teachers participating in classroom visits to see various elements in action.

**Using PLC's to Improve Curriculum Mapping*

Angela Hocker, South Decatur Elementary
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Team Members: Casey Bolton, Jennifer Chastain

The topic for our action research project was finding those common Building-Wide Instructional Design Elements via Instructional Rounds and principal/AP walkthroughs to understand how developing instructional goals improves instruction and unifies teacher practices. This will help determine if by having teachers set and track Design Element Instructional goals leads to those elements becoming more frequently practiced/used, and if that then improves instruction.

Notes

Table 7
Tom Stoner, Facilitator

**Are We "Accessible?" What Does The Data Show?*

Mari A. Swayne, McKenzie Center for Innovation
& Technology
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Team Members: Rande Brooks, John Dawson

The goal of an equity audit is to identify institutional practices that produce discriminatory trends in data that affect students. Schools and districts conduct audits to analyze data in three key areas: programmatic equity, teaching quality equity, and achievement equity. This Action Research Project will give us the opportunity to utilize real data to help us make decisions about how we recruit, disseminate information, and work with ALL students.

**Portrait of an Adams Central Teacher*

Jeff McCullough, Adams Central
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Our objective is to help incoming teachers who are new to the Adams Central district understand what is truly valued by our community (parents, students, administration, staff) in our teachers. This project coincides with our manual created for new teachers.

Notes

Table 1
Rob Moorhead, Facilitator

**Developing Consistent School-wide Instructional Practices*

Natalie Schneider, Crestview Elementary
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Team Members: Katrena Greer, Keith Story

Over the past few years, our leadership team provided professional development for teachers to learn new instructional practices. After using various tracking methods, the data collected did not show consistent implementation of those instructional practices in classrooms. Our goal was to determine if instructional practices would be implemented consistently if teachers were provided an instructional planning tool that outlines expected school-wide instructional practices.

**Showing NWEA Student Growth: RIT vs. Percentile*

Mary Beth Meyer, Greensburg Elementary School
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Team Members: Crystal Foster, Brandi Froehling

We wonder if it is more effective to look at RIT or Percentile to monitor students growth on NWEA. Teachers are collecting data based on percentiles and developing interventions to work with students.

Table 2
Emily Tracy, Facilitator

**IMPLEMENTATION OF INSTRUCTIONAL ROUNDS*

Sean McGarvey, Switzerland County Middle School
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Team Members: Amanda Cole, RaheJean Griffin

Based on IPLI Survey Results the teachers at Switzerland County Middle School have wanted the opportunity to see “effective” teaching practices through In-Person Observations or videos featuring these practices. With this information in hand a decision was made to allow teachers the opportunity to observe specific teaching practices by their fellow teachers. The specific “effective” teaching practices would be identified that the teachers most wanted to observe and then based on that information an Instructional Round schedule would be developed to allow this to happen.

**Collaboration Wave with Instructional Rounds*

David Horvath, Madison Junior High School
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Team Members: Kathryn Hay, Ruthi McGarry

Our building has begun pursuing stronger collaboration across grade levels and curriculum. This is being down with the implementation of instructional rounds. Teachers have enjoyed visiting classrooms and sharing feedback with teachers they may not collaborate with as much in comparison to their grade level or subject area colleagues.

Notes

Table 3
Brent Bokhart, Facilitator

**Promoting Effective Teaching through Instructional Rounds*

Aaron Owney, Hebron High School
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Team Members: Doretta Kurzinski, Scott Eriks

The Level 2 HRS survey data for Hebron High School showed that leading indicator 2.6, "Teachers have opportunities to observe and discuss effective teaching," was the lowest area evaluated. Our leadership team decided that implementing instructional rounds, based on the Marzano model, would be an excellent way to address this need and utilize the hidden experts who are already doing a great job of delivering effective instruction in our building. In this presentation, we will share the planning and implementation process that was used, including how feedback was collected and shared with the teachers who participated in the instructional rounds.

**Keeping Our Spirits Up: Fostering Positive Morale in the Face of Adversity*

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

Team Members: Sarah Weaver, Sarah Terrell

Any normal school year presents its own set of unique challenges, but this past year with having to face the challenge of teaching during a pandemic has certainly been one for the record books! Knowing that our staff would have to overcome a great deal of adversity, we explored what ways we could help support our staff and improve morale so that we could all better serve our students while also taking care of ourselves.

Table 4
Chad Rodgers, Facilitator

**Using Peer Observation as Professional Development*

Jeff Harper, Avilla Elementary
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Team Members: Beth Kerr, Jo Smith

Our team is working to bring teacher peer observations into our regular routine. We ultimately set out to include our instructional model, but paused that piece for this year. Data is being kept for visits per teacher and the teacher that they visit.

**Collaboration, Communication, and Common Expectations: A Focus on Continuous Improvement*

Michael Miller, Franklin Elementary School
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Team Members: Beth Johnson, Megan Nicholson

In efforts to analyze and meet the professional and academic needs of staff and students, our goal is to create, promote, and expand on a common model of instruction for the staff at Franklin Elementary. Through the means of collaborative efforts with multiple stakeholders, other instructional leaders, and the staff of Franklin we will analyze our current instructional practices to create common language and clearly defined instructional actions that represent our school. This project will focus on the importance and impact of collaboration, communication, and curriculum to help meet the needs of our staff and students and ultimately foster personal and professional growth.

Notes

Table 5
Tom Stoner, Facilitator

**"Virtual" Instructional Rounds*

Stacy Muffler, Fortville Elementary
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Team Members: Jill Chastain, Lydgia Palmer

During a year like no other, the Fortville Elementary IPLI Team found a way to offer teachers data driven professional development. Using HRS data, IPLI Culture Survey data, and teacher feedback, our team determined a need to build teacher capacity in the area of virtual teaching. The teachers participated in two "virtual" instructional rounds, provided positive feedback to peers, and had fun along the way!

**Instructional Rounds: Sometimes the Best PD is the Teacher Down the Hall*

Jessica L. Jones, Burriss Elementary School
jonesjl@mitchell.k12.in.us

Team Members: Maggie Hamilton, Katherine Key

Inspired professional educators desire to accelerate student learning and growth more than what is typically expected in a school year's time. Through the selection of a focused set of shared instructional elements that have been proved to have highly positive effects on student learning from The New Art and Science of Teaching (Marzano, 2017) model, our teachers became more intentional in planning lessons that included our shared elements of instruction. We took our project a step further with Instructional Rounds in which teams of teachers visited classrooms to observe their colleagues' instructional practices while looking for our shared instructional elements. Our goal of developing the personal and professional collaborative culture at Burriss Elementary was achieved!

Table 6
Krista Nelson, Facilitator

**Demystifying "Good Teaching"*

Casey Stansifer, Huntertown Elementary School
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Team Members: Becky Gongwer, Dane Gerig

What does good teaching look like? We often say, "We know it when we see it," but a vague statement like this gives teachers little direction on how they can move their practice from good to great. In this AR project, our team explores how implementing a specific instructional model can provide a framework for the "good teaching" we want to see in each classroom. Doing so will allow for deeper conversations among teachers, which will serve to improve the professional relationships in the building as well as the instructional practices in the classroom.

**Developing a Common Vision of Best Instructional Practices at Brooks School Elementary*

Jeff Hoog, Brooks School Elementary
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Team Members: Maria Kussy, Sue Gaudreau

Our team will work with our entire teaching staff on developing a common vision of best instructional practices within our current district instructional framework. We will identify practices we should regularly see, sometimes see, and never see. As result of this action research project, we expect to see stronger instructional practices more consistently utilized throughout all classrooms that lead to higher levels of student engagement and achievement.

Notes

Table 7
John Ralston, Facilitator

**Instructional Framework Norms = Intentional Teaching*

Jaime Carroll, Wayne Center Elementary
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Team Members: Angie Sibert, Kris Wilder

The purpose of our action research project focuses on the exploration of the following question. In what ways can creating curriculum/instructional framework norms effect teacher instruction to implement deliberate practice? Our project included a simple book study on effective teaching practices, seeking out the expertise of our staff about effective practices, leadership team effort to create a concise set of curriculum/instructional framework norms to roll out to our staff for them to use as a guide for intentional teaching, and the opportunity to be an Idea Bandit as well!

**Reaching All Learners Through All Models (Traditional, Blended, & eLearning)*

Ron Siner, North Grove Elementary School
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Team Members: Allison Harris, Jordan Johnson

In a school year where the future mode of learning is unknown, stress levels are at an all-time high as teachers prepare to provide high-quality teaching and learning through whatever mode is identified. By providing high quality professional development for teachers, as well as regular practice for both students and teachers, educators will be better prepared and less stressed in the event that online learning becomes the day-to-day model of our school's education.

Notes

Table 1
David Robertson, Facilitator

**Sharing Best Practices: Implementing Instructional Rounds*

Elaine Hall, Tri-County Primary School
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Team Members: Laurel Sheets, Lexi McClure

We have great teachers doing great things in our school, but there never seems to be enough time to share and learn from each other. Instructional rounds were implemented in order to give teachers the opportunity to observe classrooms across grade levels and learn from their colleagues. It is our goal to continue instructional rounds and further foster a collaborative culture in our building.

**Partnering for Relationship Building and Goal Achievement*

Teresa Stuckey, Sugar Grove
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Team Members: Mary Alice DeWitt, Jane Tennis

Could unity among your teachers lead to more collaboration and improved teaching and learning in the classroom? See how purposeful partnering for activities can build relationships and trust. This might just lead to teachers opening up to share and learn from each other as they build goals around Marzano's 43 components of effective teaching and learning.

Table 2
Krista Nelson, Facilitator

**Instructional Strategy Focus to Increase Collective Staff Efficacy and Student Achievement*

Rebecca McPherson, Monrovia Middle School
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Team Members: Andrew Grismore, Whitney Reeder

As a staff we selected 15 of the 43 strategies (as outlined by Robert Marzano) that align with our school vision and mission. Of those 15 strategies I then identified four to focus on through remaining our staff development. These 4 strategies were chosen based upon staff input, observations, and discussion. My goal is to increase the teachers' effectiveness in using these strategies, which will in turn increase student achievement.

**Creating a More Equitable Grading System*

Bill Pitcock, Westlane MS
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Team Members: Mariah Brobbey, Caroline Ranft

We looked at our grading systems and found many of them inequitable. From the 100% Grade Scale to how we look at assignments. We examined everything to bring about the necessary change for students, teachers and families to understand how we communicate progress and learning.

Notes

Table 3
Nathan Boyd, Facilitator

**"A Common Language and Clear Vision": The Beginnings Steps of a PLC*

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

Team Members: Abigail Trzeciak, Caleb Grim

A common language and clear vision is a direct reflection on our initial steps in creating meaningful and purposeful PLCs. With the implementation of instructional "Monthly Challenges," relevant professional development, and data collection---we have begun breaking down the walls of the "closed door" classroom while improving teacher efficacy.

**The Collaborative Impact Of PLC's*

Joe Ralston, South Ripley High School
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Team Members: Lindsey Seabolt, Matthew Gadberry

Our AR project explores how Professional Learning Communities (PLC's) can enhance or build the collaborative culture within a building. We formulated PLC groups that were cross curricular and within the PLC's we looked at Learning Strategies.

Table 4
Christy Merchant, Facilitator

**Classroom Curiosity: Have you ever wondered how a fellow teacher does...?*

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

Team Members: Judy Lorenze, Lori Romanelly

As a team, we will provide opportunities for staff members to visit the classrooms of their colleagues, using the Marzano Model for Instructional Rounds as a guide, from the notes on Leading HRS Level 2 (Effective Teaching in Every Classroom), with three items in mind:

- What teachers observed that reaffirms strategies they currently use in their own classrooms
- Strategies they would like to learn more about
- Strategies they will try in their own instructional practices

With this plan in place, we intend to learn the impact of the implementation of instructional rounds, and how they can improve instruction at Montezuma Elementary School.

**PLC's during COVID*

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

Team Members: Dina Coverstone, Paige Keim

My team looked at how we could move our school forward in the PLC process considering all the COVID related issues. Our goal was to make progress with PLCs without adding stress to teachers who are already concerned and anxious.

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McPherson, Rebecca, S4,T2	15		
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Meyer, Mary Beth, S3,T1.....	11		
Miller, Michael, S3,T4.....	12		
Muffler, Stacy, S3,T5	13		
Owney, Aaron, S3,T3.....	12		
Phegley, Samantha, S1,T2	3		
Pitcock, Bill, S4,T2.....	15		
Ralston, Joe, S4,T3.....	16		
Routt, Chris, S1,T3.....	4		

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. (2021). Implementing instructional rounds. Presented at the annual Indiana Principal Leadership Institute Showcase of Schools, Indianapolis, IN.



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, 645¹, pp. 99-56

Happy Inquiring!!

