

Indiana Principal Leadership Institute

Cohort 8
Action Research
Showcase

April 14, 2021



Action Research Showcase

Imagine that you notice a large pond that is stagnant and that you are enticed to create some type of movement or change in the water. As you near the edge, you notice the pond is surrounded by numerous stones. You reach down, pick up a stone, and toss it as far out into the center of the pond as your strength allows. While lying beside the pond, the stone had no impact on the water, but once tossed in, it disturbs not only the stillness of the water where it lands, but also emanates ripples from its landing place that eventually reach the perimeter of the pond.

An unshared inquiry is like the stone lying beside the pond. Unless that inquiry is tossed into the professional conversation that contributes to the knowledge base for teaching and administration, it has little chance of creating change. However, once tossed in, it disturbs the status quo of educational practices, creating a ripple effect that begins with the principal himself and his immediate vicinity (the teachers and students in the building) and emanates out to a district and a state, eventually reaching and contributing to a transformation at the perimeter of practice — in the education profession itself!

Dr. Nancy Dana

(Leading with Passion and Knowledge, 2009, pp. 135-136)

Schedule

<u>Time</u>	<u>Event</u>	<u>Table Selected</u>
9:15 am - 9:45 am	Session 1	
9:50 am - 10:20 am	Session 2	
10:20 am - 10:35 am	Break	
10:35 am - 11:05 am	Session 3	
11:10 am - 11:40 am	Session 4	
11:45 am - Noon	Action Research Celebration	



A Special Thank You to...

Dr. Nancy Dana

Thank you for leading us through our inquiry journey!!

Table 1
Leigh Barnes, Facilitator

**Building Workplace Connections*

Michelle Hellwege, Paul Saylor Elementary
michelle.hellwege@portage.k12.in.us

This school year I started working at a new school in a new district. Workplace connections, or the relationships I build with colleagues are key to my personal and professional success. My project was to intentionally make connections in order to build positive relationships with my staff.

**How does Self Care Impact my Capacity as a Leader?*

Ray Liskey, Harding Elementary School
rgliskey@hammond.k12.in.us

This project allowed me to continue looking at how I can increase my capacity as a leader while implementing Self Care in regards to balancing my school and personal life. There was room for me to maintain an effective balance of personal and professional life and look at Self Care and that balance may affect a few areas of my leadership as a principal. I tried to use, emphasize, and share SEL strategies to help me become more effective this semester.

Table 2
Jack Birmingham, Facilitator

**Balance is Not Something You Find it's Something You Create*

Alissa Lockwood, Mt. Comfort Elementary School
alissa.lockwood@mvsc.k12.in.us

Each day the demands on administrators is all encompassing. There are not enough hours in the day to get done what I feel needs accomplished. Couple that with having 4 children at home, ages 2-11, makes for one worn out principal/mom. How can I use my time more efficiently while at school in order to be a more present mom for my family. Therefore the purpose of my action inquiry is to develop a system that will prioritize my time, schedule out my day, and allow for me to be more present while I'm at home.

**Finding Focus*

Lori Thursby, Wallace Elementary School
lathursby@hammond.k12.in.us

Most people think that being productive means getting more things done each day. But is that true? Why do people avoid doing certain things even when it's clear that they feel better when they are done? This action research looks at how a principal's management of time and resources can impact the school.

Notes

Table 3
Brian Disney, Facilitator

**Making time to build instructional leadership capacity using strategic planning.*

Brittany Cooper, New Market Elementary
brittany.cooper@southmont.k12.in.us

Through this project I have set out to find a way to build my instructional leadership capacity, while managing the day to day demands of being a principal. During this project I will look at how developing time for personal professional development will positively impact myself and my team. I will look to identify the ways in which I need to develop, what the needs of my school are so I can develop in those areas, how to create a staff culture where development can flourish and how I can use strategic planning to find and prioritize time.

**Stepping Up As the Instructional Leader*

Sue Soler, Central Elementary School
sue.soler@portage.k12.in.us

As a new principal, I find myself getting caught up in the managerial aspects of the position. As a former instructional coach, I am very aware of the importance of visiting classrooms to provide instructional feedback to teachers. I would like for my teachers to see me as an instructional coach first and an evaluator second.

Table 4
Ryan Langferman, Facilitator

**Positive Relationships Drive School Improvement*

Jesse Burgess, Southmont High School
jesse.burgess@southmont.k12.in.us

My initial wondering was going to cover instructional leadership, specifically the positive influence of PLC's on student achievement. However, around that time I found it difficult to implement long held district initiatives as many staff members still had a distrust of central office and did not know me well enough to follow.

**Overcoming the Divide*

Mark Schimmel, South Vermillion High School
mschimmel@svcs.k12.in.us

Building positive morale to help eliminate the divide among staff and among staff and administration. Finding ways to develop a culture of trust and respect between staff members and between myself and the staff.

Notes

Table 5
Brian Hagan, Facilitator

**Developing a Positive Culture that Focuses on Student and Staff Successes*

Justin Linch, Fall Creek Valley Middle School
justinlinch@msdlt.k12.in.us

My project was based on highlighting the student and staff successes in the building. I wanted to overhaul my weekly email communication to highlight those successes. In the process I was able to distribute the leadership and allow teacher leaders to have a hand in creating the newsletter.

**Perception is Key*

LaFonda Morris, Clifford Pierce Middle School
lmorris@mvs.c.k12.in.us

I will be focusing on myself in an effort to change the culture of my building. "Perception is Key" and focusing on myself go hand in hand because whether or not the thoughts that my staff harbor about me are true or not, I realize that a persons perception is also their truth.

Table 6
Angela Harris, Facilitator

**Miles for Mental Health*

Rich Shepler, Warren Central High School
rshepler@warren.k12.in.us

Serving as the principal for nearly 3700 students and over 200 staff can take a toll, especially in a global pandemic. I work to maintain my mental and physical health through running and other physical exercise. My action research project explores how physical activity impacts my effectiveness as a school leader.

**Instructional Leadership in Action*

Jeremy Powers, Morristown Jr/Sr High School
jpowers@ses.k12.in.us

As an elementary teacher of thirteen years, my curriculum background has always been from the elementary perspective. As an assistant principal at North Decatur Jr/Sr High School, I didn't have the opportunity to involve myself with the curriculum as much as I wanted. Therefore, when I was hired as the principal at Morristown Jr/Sr High School in June of 2019, I knew curriculum was going to be an area where I was going to be tasked as a leader. I wanted to gain more credibility with my staff, so in order to do this, I had to have a better understanding of the junior/senior high school curriculum. My staff also told me in a survey given in the fall, that they felt curriculum was an area where I could improve as a leader.

Notes

Table 7
Angela Lewis-Hawkins, Facilitator

**Where did the time go*

David Verta, George Rogers Clark Ms/Hs
daverta@hammond.k12.in.us

I found myself stuck in my office at my desk. The minutes turned into hours, the hours turned into days, the days turned into weeks, and the weeks turned into months. I didn't realize how bad it really was until my staff and students started to all say, "Where is Mr. Verta does he still work here."

**Time to Focus*

Jerame Hicks, Charles N. Scott Middle School
jnhicks@hammond.k12.in.us

The action research project will explore the following:
I wonder if focusing on my weekly time calculator will allow me greater opportunities for delegation and result in higher levels of leadership effectiveness to self, staff, and students.

Table 8
Adam McDaniel, Facilitator

**Coping with Stress/Anxiety to Maximize Professional Effectiveness*

Sam Marshall, Jackson Elementary School
smarshall@duneland.k12.in.us

I will be gathering data to look at the relationship between my perceptions of my stress/anxiety levels and my professional effectiveness, while keeping in mind the various methods I use to cope with stress. My hope is to determine which coping mechanisms have the greatest affect in lowering negative emotions (stress/anxiety) while still promoting a productive day. In essence, I want to find ways to be more intentional with what I do to keep myself operating effectively.

Notes

**Table 1
Tina Noe, Facilitator**

**Success Period*

David McGuire, Tindley Summit Academy
mcguire@tindley.org

In an effort to accelerated the closing of learning gaps for our scholars we want to create a structured intervention block. Success Period is a 30-minute intervention block at the end of the day geared towards providing teachers with an opportunity to reteach standards and skills to help scholars improve on assessments including IREAD, ILEARN, and Interim exams.

**Leading with Visibility and Feedback*

Matt Whonsetler, Churubusco Elementary
whonsetlerm@sgcs.k12.in.us

Being visible in classrooms is one thing but leaving a lasting impression and culture of change is another. As an instructional leader, I take pride in being in the classrooms and visible throughout the building. Through the action research I wanted to take it a step further by using and tracking strategic non evaluative feedback after my visits to increase a positive culture and maximize the time spent in classrooms. Along the journey of both quantitative and qualitative data collection, I not only found the power of non-evaluative feedback but learned an immense amount about my leadership style. I quickly began to ask myself if my random classroom visits weren't so random after all?

**Table 2
Melissa Pancake, Facilitator**

**See and Be Seen: The importance of High Visibility as a Instructional Leader*

Steve Walter, Heritage Elementary School
swalter@eacs.k12.in.us

There is inherent value to being visible in your school beyond your office walls. The purpose of my action research project is to be more intentional in getting into classrooms, the hallways and grade level meetings, beyond my required teacher observations. Will higher visibility in my school allow me to improve as a instructional leader?

**Taking the Pulse on Reading Through Classroom Walkthroughs*

Taria Taylor, Aylesworth Elementary School
taria.taylor@portage.k12.in.us

With all of the chaos in the past year, I often find myself pulled away for other tasks instead of working with teachers and students in classrooms. I need to refocus my energy on instructional practices-especially in reading. My Action Research will show how conducting classroom walkthroughs during the reading block has helped me to be more intentional about regularly taking the pulse of how my school is performing and increase my capacity as an instructional leader.

Notes

**Table 3
John Pearl, Facilitator**

**I See You, I Support You: Increasing Instructional Leadership Capacity*

Kelli Morgan, Southeast Fountain Elementary
morgank@sefschools.org

With daily distractions and "small fires" beginning to consume most of my days, I felt the need to be more intentional in getting out of the office and into classrooms. By being present in classrooms I am afforded opportunities to see our students and teachers in action, and better support them as a leader. This project allowed me to set aside protected time each day to be present in our classrooms.

**Time Management: Finding a Balance in the Daily Grind*

Cheri Adams, Luce Elementary
cheri.adams@sspencer.k12.in.us

The purpose of this action research project was to find a way to make change and find balance at work, at home and personal health.

**Table 4
Mike Pinto, Facilitator**

**To become better in recognizing and appreciating our staff*

Onder Secen, Indiana Math and Science Academy North
secen@imsaindy.org

To inspire the staff to realize our vision of excellent instruction, how can I show my appreciation for all staff publicly and privately?

**Strengthening Relationships with Students*

Dennis Kern, Woodland Jr/Sr High School
dkern@eacs.k12.in.us

I want to improve my relationship with the student body so that I can make better informed decisions to meet their needs and wants. My expectation is that monthly meetings with a cross-section of students will improve my relationship and understanding of my student body so that positive changes can be made. Ultimately, I am hoping to improve the school climate.

Notes

Table 5
Lynn Simmers, Facillitator

**Engaging Adult Learners*

Kellie Easton, Charter School of the Dunes
keaston@csdunes.org

My project explores strategies to improve my facilitation of book discussions that engage teachers in a motivational and inspiring way for adult learners. The focus of the book study is Culturally Responsive Teaching.

**Modeling with Instructional Technology*

Jon Romine, Perry Meridian Middle School
jromine@perryschools.org

In an effort to try to fit the role of the lead learner for my building, I worked to grow and eventually model some of the new instructional technology my teachers were forced to adapt as a result of the pandemic. This process of learning and then really spending time to reflect on my own growth and comfort with new tools and approaches was extremely helpful in leading teachers and being able to empathize with their struggles.

Table 6
Amber Walters, Facillitator

**The Impact of Selfless, Grateful Leadership*

Jenny Shayotovich, Avon Intermediate East
jrshayotovich@avon-schools.org

This year is like no other as we have worked to teach in person through a pandemic. With students and staff in and out of classrooms for sickness and quarantine, the mental health of teachers is needed more than ever. As a leader, I feel more than ever, it is essential I model and engage in self-care for our staff so I set out to model self-care and demonstrate selfless, grateful acts for my staff to create a sense of belonging and impact staff and student culture.

**Collaborative Connections*

Doyle Dunshee, Lebanon Middle School
dunsheed@leb.k12.in.us

During staff meetings the same people tend to talk in every meeting and others do not speak at all in any meeting. In order to gain insight into the culture of the whole staff, I am creating mini-faculty meetings using the PLC model. My goals are to create better dialog among all staff, gather feedback from a wider section of the staff and create leadership opportunities for more staff members by having them lead discussions.

Notes

**Table 7
Leigh Barnes, Facilitator**

**Does Encouragement Open Up Communication Doors?*

Brent Berkeypile, Wawasee Middle School
bberkeypile@wawasee.k12.in.us

Open lines of communication between Administration and staff are a necessity for a well run school. As a new principal I wanted to increase the lines for communication and remove barriers that would prevent staff from communicating with administration. Would providing encouraging notes open those lines and break those barriers? I will show what I have found in my research.

**Teacher Leadership*

Ben Mann, Madison-Grant Jr/Sr High School
bmann@mgusc.k12.in.us

I as the principal identified a group of teachers to form a building level leadership team. I desired to spend time with this group of teachers in order to allow me to keep an accurate pulse of the building while empowering positive leadership within the group that could have influence throughout our entire staff.

**Table 8
Jack Birmingham, Facilitator**

**Giving The Best...Not What Is Left*

Angela Crousore, Early Learning Center at Mary Castle
angelacrousore@msdlt.k12.in.us

Finding a healthy balance between my professional life and personal life can have a positive impact on both. Becoming a better version of myself for everyone will allow me to give the world the best of me...not what is left of me.

**Finding Beauty Within the Chaos - Leadership Self Care*

Regina Grohar, Franklin Elementary
rrgrohar@hammond.k12.in.us

To be the best leader, I need to make sure I'm taking care of myself so that I can take care of others. In turn, I want my teachers and staff to see me practicing what I am telling them is so important for their own health, as well as their students. Throughout this project I have incorporated photography to find beauty in every day and shared with staff.

Notes

Table 1
Brian Disney, Facilitator

**I wonder if I restructure my work day if I would be more organized*

Alison Petralia, John Wood Elementary
apetralia@mvsck.12.in.us

This is my fourth year as a building principal. One of the areas that I recognized as a weakness of mine was delegating responsibilities to others. I knew that I would be able to do the job(s) exactly the way I wanted them done. We can all predict what happened. I had a million things on my own plate, not enough time to do them, and I would be stuck in my office. This project is helping me to regularly meet with my leadership team, delegate responsibilities, and prioritize so deadlines aren't so scary anymore.

**The Principal's Presence*

Brian Ton, Westville Elementary
bton@westville.k12.in.us

Mini AR Project will be focused on the Principal's wellness. Can making time to focus on family, self, and personal health impact the effectiveness as a principal. Hoping to note that focus on the family, focus on self, focus on job will be impacted in a positive manner based on the intentional presence given by the principal in all aspects of a balanced life.

Table 2
Brian Hagan, Facilitator

**Consistent Walk-Throughs Lead to Confident Teacher Feedback*

Elaina Miller, Cooks Corners Elementary
emiller@valpo.k12.in.us

I created a system to hold myself accountable to consistently doing walk-throughs. My wondering was if these consistent walk-throughs would lead to more meaningful, constructive feedback and conversations with my teachers.

**WHAT ARE YOU LOOKING FOR? - Improving feedback during classroom walk-throughs*

Jason Snyder, Wallace Elementary School of Integrated Arts
jasonsnyder@kokomo.k12.in.us

As a principal with most of my experience in the secondary level I feel the need to improve my confidence in providing adequate, quality, instructional feedback to the teachers in my current elementary building. This year specifically I have found a tough balance of providing opportunities for teachers to grow in their craft by practice and the time to just lead teachers appropriately in a certain circumstance. It has been a goal of mine to be in every classroom each day and definitely once every two days. I am wondering if these pop ins are just part of the day and if I am spending enough time to receive meaningful input which then would allow me to provide useful feedback for teacher and classroom growth. For this project I have refined my communication tool for classroom walkthroughs that have led to improved professional development for the building.

Notes

Table 3
Angela Harris, Facilitator

**Non-certified staff members are essential. Do they feel that way?*

Ryan Simmons, Dayton Elementary School
rmsimmons@tsc.k12.in.us

As a building principal, I have found that my non-certified staff members often feel left out on communication because they miss many of our teacher meetings because of their work schedule. Many of these individuals begin their day after the students arrive and leave before the students depart because of their 30 hour work schedule. Therefore, the purpose of this project is to find out how we connect our non-certified staff members with our certified staff members, boost their morale and empower them to be leaders in our building.

**My Role in Fostering Collaboration and Community*

Kristen Hankins, Lake Village Elementary School
khankins@nn.k12.in.us

Survey results indicated that my teachers wanted to collaborate and meet, but there just wasn't enough time in our day. To establish this collaboration, we worked on implementing the start of PLCs with math, reading, and SEL with a focus on productive collaboration and meeting habits rather than immediate outcomes. This is a look at the journey of starting, and creating that culture of collaboration as a leader.

Table 4
Angela Lewis-Hawkins, Facilitator

**Improving Communication with Parents: Learning Polite Spanish*

Yolanda Bracey, Abraham Lincoln Elementary School
yobracey@hammond.k12.in.us

As the instructional leader in the building, it has become evident that I need to improve communication efforts with my non or limited English speaking parents. My plan is to learn polite Spanish so I can answer the phone or greet a parent without having to rely on my office staff.

**Understanding Math Instruction/Curriculum at the Elementary Level*

Jennifer Lawyer, Bradie Shrum Elementary
jlawyer@salemschools.us

As a former middle school Science educator, counselor, and then administrator, my transition to elementary principalship in a pandemic year has brought about deep reflection in areas that I wanted to seek professional growth. To begin my wanderings, I have been exploring the fifth grade Math curriculum to lead our building forward in student learning this school year and in years to come. The discussion over "new" versus "old" Mathematics pedagogy has continued to be debated in educational circles, with stakeholders holding on to their opinions of the effectiveness of each method. In my wandering, I hope to gain insight, empirical evidence, and student feedback towards Mathematics instruction and ultimately, educate myself more fully to the challenge of this high stakes subject area.

Notes

Table 5
Adam McDaniel, Facilitator

**Intentional Supervision of Instruction*

Tim Wickard, Timothy P Wickard
tim.wickard@wayne.k12.in.us

In reflecting on survey data from staff, I wanted to take time to reevaluate how I was providing feedback and supervision of instruction beyond our formal observation process. My project focuses on this work and how I can continue to become more intentional in approach, time and feedback.

**Peer Coaching*

Shane Bryant, J.B. Stephens Elementary
shbryant@gcsc.k12.in.us

During my first 12 years as an elementary principal, I found myself fortunate to lead three schools where peer coaching, for the most part, occurred organically and/or was formally put in place before my arrival. In my current post, my school has not adopted this approach. We have many new teachers and our veteran teachers, to this point, have not stepped up to mentor and coach these inexperienced teachers. Therefore, the purpose of my action research was to start a peer coaching model on a small scale in hopes of expanding this program school-wide next year.

Table 6
Tina Noe, Facilitator

**Developing relationships with new teachers through helping them become equal contributors to our learning community*

Matt Owens, Southwestern High School
mowens@swjcs.us

In the past three or four years our school, like many others, has witnessed a marked increase in teacher turnover. This turnover has exposed the lack of a new teacher induction program within our school and has led to several new teachers feeling isolated and frustrated in regard to our school's basic procedures. The purpose of this AR will be to seek how to improve my interpersonal and management skills by creating an environment in which all employees will work together to welcome new teachers and help them feel like they belong as equal contributing members to our learning community.

**Foundations Matter Action Research Project:*

Greg Butler, Gregory D Butler
gbutler@warren.k12.in.us

The focus of this action research project is to look at the impact of studying literature on my administrative practices.

Notes

Table 7
Melissa Pancake, Facilitator

**Gratitude and Self-Care*

Allison Lenzo, Frank O'Bannon Elementary School
aalenzo@hammond.k12.in.us

I wonder how maintaining a gratitude journal will allow me to find more good in the world and influence teachers to take time for themselves to be grateful. I wonder if modeling self-care while at work will influence teachers and staff members self-care.

**Reflection Pond*

Colette Weitknecht, Irving Elementary School
cmweitknecht@hammond.k12.in.us

Most people think that self reflection is easy... But is that true? Why do people avoid self reflection? This action research looks at how a principal's self reflection can support the teachers professional reflection which in turn will improve student outcomes.

Table 8
Mike Pinto, Facilitator

**Mindful Leadership*

Denise Huntington-Eismin, Jefferson Elementary School
daeismin@hammond.k12.in.us

March 14, 2020 was the last date that students and teachers were all in our building. Every day has been filled with uncertainty about returning to in-person learning. My goal was to develop healthier mental and physical practices, so that I could deal with my own anxiety and be there for my teachers.

**Squirrel*

Richard Hunt, Rockport Elementary
rick.hunt@sspencer.k12.in.us

I am in my 3rd year as the principal of Rockport Elementary, and my 15thish year as an administrator. Over my years as a principal, I often find it hard to balance the management of the building and all the distractions of behavior issues, reports, phone calls, and all the other things that pull you AND the most important thing... instructional leadership. Like the dogs in the movie "Up"... one minute I am focused on getting out into the classrooms and then SQUIRREL! and I am caught up in something that isn't getting into classrooms. I want to increase my time in classrooms and understand how that impacts my teacher's view of my instructional leadership.

Notes

**Table 1
John Pearl, Facilitator**

**A Balancing Act*

Mary Rykiel, Kenwood Elementary School
mfrykiel@hammond.k12.in.us

Being a Principal often means we are pulled in many different directions. This often leads us to putting in longer hours and taking away time from other areas of our lives. This action research project focuses on finding a work and home life balance in a daily schedule.

**Work-Life Balance*

Amy Yoos, Edison Elementary School
amyyoos@hammond.k12.in.us

The role of a building principal is ever-evolving and one where mastery is never attained. The focus on growth of the principal, the staff, the students, and the community as a whole are a driving force in our day to day actions. The high level of accountability and pressure we place on ourselves can often lead to an unhealthy work/life balance. While we know prioritizing our wellbeing is what will help keep the train moving forward, the health of the building leader often takes a backseat to the overwhelming amount of work that needs to be done. In order to maintain a high level of success and efficiency in my principalship long term, I believe that creating a healthy work/life balance will be instrumental. Lack of sleep, poor diet, and inconsistent exercise can have a profound impact on work performance throughout the day. Through my Year 1 AR Project, I created a plan that allowed for a greater level of consistency and structure in my work/life balance through a more focused effort on my diet, exercise, and sleep routines.

**Table 2
Lynn Simmers, Facilitator**

**Using Moments to Build Positivity*

Katie Gordon, Mill Creek East Elementary
kgordon@mccsc.k12.in.us

My staff still struggled with positivity especially when it came to outlook, relationships with colleagues, and supporting students. The purpose of my action inquiry was to figure out a way that I could have an impact on staff outlook and collegial relationship through intentional moments.

**How can I prioritize my time to show instruction is the most important?*

Jennifer Neal, Lincoln Elementary
jneal@nn.k12.in.us

As an instructional leader, it is important to allocate my time to show the importance of instruction. How do you attend to other important tasks while still maintaining time for instructional leadership? Are all instructional tasks equally important?

Notes

Table 3
Amber Walters, Facilitator

**A Passion for Leading Needs to Incorporate "Visible" Compassion for Learners*

Tony Spoores, Jefferson Craig Elementary School
tspoores@switzsc.org

Instructional Leaders set the stage for school culture. As I grow as an Instructional Leader, I have found a greater need to be visible, present, and compassionate with students and staff. My wondering has led me to examine my daily practices in these areas and put more value into building lasting meaningful relationships with students and staff.

**The Power of Collaboration*

Jennifer Griffin, Edgar L. Miller Elementary
jgriffin@mvsc.k12.in.us

In efforts to become a better instructional leader, the focus is on being more collaborative with leadership team. My project includes adjusting my leadership behaviors to focus on being more of an instructional leader vs. a managerial leader.

Table 4
Ryan Langferman, Facilitator

**Instructional Feedback*

Kevin Wilkinson, Southmont Junior High School
kwilkinson@southmont.k12.in.us

How does my instructional feedback help teachers become more self reflective in implementing new, best practice strategies?

**5 Year Plan and a Vision (working on this, will be way more creative)*

Jeffrey Toll, Boswell Elementary School
jtoll@benton.k12.in.us

In looking at my initial survey data, one area that I needed to be focused on was a vision and 5 year plan for my school. I have met with teachers, other administrators and my new superintendent to come up with some ideas and areas that we can focus on. In meeting with my cohort, I was also able to gain some valuable areas that need to be focused on as well. I have even made this one of my goals for the school year and have set a time and date to share with my staff. After this year, I want to be able to share it with my families as well!

Notes

Horizontal lines for taking notes.

Table 5
Brian Disney, Facilitator

"Teaching Young Minds Virtually...Google Classroom vs. Seesaw"

Sara Porter, Pleasant Ridge Elementary
sporter@gccschools.com

Many students are now learning virtually, but are they really learning? It is my responsibility as a building leader that teachers utilize instructional resources that have the greatest impact on student learning. Google Classroom and Seesaw are two technology platforms that many educators now utilize, but understanding more about each platform is essential. I've learned a lot about each platform and look forward to sharing my findings on how to best help primary aged students learn virtually.

**Increasing my Instructional Leadership Capacity in Early Literacy*

Javier Jiménez, Concord Ox Bow
jjimenez@concord.k12.in.us

My goal is to increase my knowledge and understanding of early literacy including best practices, curriculum, and systems of support in order to become a better instructional leader for our staff and students. Secondary goals include becoming a partner in our teachers educational process and to focus on the impact my role has on our Exceptional Learner growth.

Table 6
Angela Harris, Facilitator

**Putting It All Together - An Instructional Model*

Greg Mikulich, Lake Ridge New Tech Middle School
gmikulich@lakeridgeschools.net

Right now, at Lake Ridge New Tech Middle School, I am struggling on how to evaluate teachers using the RISE rubric and the New Tech rubric. These are two different philosophies that need to work together along with our state standards. The purpose of this action research project is to better align these three instructional models to produce one instructional crosswalk to better support our teachers and students.

**Providing Professional Development and Support to Drive Change*

Eric Long, Center Grove Academy
longe@centergrove.k12.in.us

As a building leader, what are the most important things to consider when providing professional development to staff? How do you drive change within a building? See the steps I took to improve my staff's ability to work with students who struggle with behaviors.

Notes

Table 7
Mike Pinto, Facilitator

**Building staff confidence and trust by looking for the positives during daily classroom visits*

Clint Wilson, Wea Ridge Elementary
ctwilson@tsc.k12.in.us

The goal in my first year as principal at Wea Ridge Elementary is to build trust with staff members and develop teacher leaders in our building. Structuring my day so that I am able to visit classrooms daily allows me the opportunity to identify our strengths and offer affirmations. The book, *The 5 Languages of Appreciation In The Workplace*, will be used to gain a better understanding staff. In this presentation, I will highlight the process of collecting data and the result of making this a daily goal.

**Work Hard Be Proud*

Edyza Deynes, Early Learning Center at Brook Park
edyzadeynes@msdlt.k12.in.us

Through sharing proud moments throughout the week the staff and their principal will internalize that their school is a great place to work. Create pride within the staff and build up the confidence they (should) have in their school and school community.

Notes

Adams, Cheri, S2,T3	8	Powers, Jeremy, S1,T6	5
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The sharing of your action research project counts as a “professional presentation.” When citing on your resume, use the following formatting:

Andrews, K. (2021). Providing effective feedback. Presented at the annual Indiana Principal Leadership Institute Action Research Showcase, Indianapolis, IN.

Sustaining the development of school leaders is crucial to the quality of life and to the best interests of all who inhabit the schoolhouse – and to their development as a community of learners. Principals, no less than teachers, need replenishment and invigoration and an expanded repertoire of ideas and practices with which to respond to staggering demands... The principal need no longer be the ‘headmaster’ or ‘instructional leader,’ pretending to know all. The more crucial role of the principal is as head learner, engaging in the most important enterprise of the schoolhouse – experiencing, displaying, modeling, and celebrating what it is hoped and expected that teachers and pupils will do.

Roland Barth

(Improving Schools from Within, 5³ 5, p. 8⁰; 17)

Happy Inquiring!!

“Great Principals, Great Schools!”

