

Indiana Principal Leadership Institute

Cohort 9
Action Research
Showcase

April 13, 2022



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 - 11:30 am	Action Research Celebration	



A Special Thank You to...

Dr. Nancy Dana

*Thank you for leading us through our
inquiry journey!!*

Table 1
Jaime Carroll, Facilitator

**Facilitating & Navigating Change*

Michael Megyesi, Fieler Elementary
mmegyesi@mvsc.k12.in.us

Change isn't always easy, but it's especially challenging when school leaders don't recognize the impact they have on the change process. With that said, my project will focus on how I approach and facilitate change, as well as how to handle having critical conversations. My goal with this project is to develop a level of trust in myself and with my staff as we bring about positive change where everyone feels their voices were heard and opinions respected.

**Beyond My Office Walls*

Karen Perkins, Danville North Elementary
kperkins@danville.k12.in.us

Over the past few years, I have found myself spending less time out in the building and more time in my office completing management tasks. I have also found that the majority of my time in classrooms is as an evaluative presence. I plan to spend time working in a variety of places throughout the building in an effort to improve my awareness of every day instructional strategies and classroom management strengths and weaknesses, to increase my communication with staff and students, and to recharge my own battery with more personal interactions.

Table 2
John Ralston, Facilitator

**Walking the Plank*

Joe Sheffer, Brownstown Central High School
jsheffer@btownccs.k12.in.us

My daily actions are to walk 40+ minutes and do three one minute planks per day. We have all heard of the Freshman 15 in college and now I a member of the Pandemic 15 weight gain. Goal is to exercise and increase physical activity to improve my overall fitness and health and to make my pants fit better.

**There is no "I" in Team, but there is a "ME"*

James Bishir, Northwestern Middle School
james.bishir@nwsc.k12.in.us

With rise of responsibilities and pressures of trying to manage during a pandemic I had neglected my self-care. My goal is to intentionally schedule time in my week to exercise and spend time with my family. My wondering was will an intentional focus on myself impact increase my overall attitude towards my work.

Notes

Table 3
Nathan Boyd, Facilitator

**Inviting Constructive Criticism*

Kim Kesler Ernie Plye Elementary
kkesler@svcs.k12.in.us

Being an effective instructional leader is one of the most important jobs of a principal. By surveying the staff on school climate, my overall performance, and communication skills with the school community was used to evaluate my performance as the school leader. The purpose of this project was to create an open line of communication with staff to gauge the opinions of the school community based on my performance as the leader of the school and use this data to better my leadership capacity.

**Comfortable Conversations*

Kellie Pearson, Columba Elementary
pearsonk@lcsc.k12.in.us

I am a newer principal in an elementary setting but my background is in special education and I have always taught at the high school level. I do not feel confident when having instructional conversations with veteran teachers. I wondered...in what ways would increasing my time in classrooms to observe instruction influence my confidence in having instructional conversations with teachers during our professional learning communities.

Table 4
Christy Merchant, Facilitator

**Impacting Relationships with Intentional Interactions*

Jenna Moree, Eisenhower Elementary
jmoree@warsawschools.org

A focus on intentional interactions with both students and staff in order to foster positive relationships. The intentional interactions will develop personal connections, promote celebrations, and provide daily encouragement.

**Building a Positive Climate to Impact Student Achievement*

Jenna Blech, Ethel Jones Elementary
jenna.blech@portage.k12.in.us

Wondering: In what ways can I promote and build a positive climate where all staff feel heard, validated, and supported? Will building a more positive climate increase student achievement? I plan to use staff survey data and NWEA scores to track the results.

Notes

Table 5
Rhonda Lanle, Facilitator

**How can I free up my time to allow me to build instructional relationships with my staff?*

Christina Davis, Allen J Warren Elementary
cdavis@highland.k12.in.us

At the end of the day, I always felt like I wasn't being an instructional leader for my staff. I wanted to look at my time management to see how I could free up my time.

**Creating Balance*

Joni Lawyer, Orleans Elementary
jlawyer@orleans.k12.in.us

How can using 30 minutes a day dedicated to myself help me have balance in all aspects of my life?

Table 6
Amy Linkel, Facilitator

**Increasing Reflective Practices*

Devon Marine, Greenfield Intermediate School
dmarine@gcsc.k12.in.us

Being so driven to make sure we are getting the work done effectively and efficiently, I often do not acknowledge staff when they do great things. I am working to be more intentional about recognizing the good things that are happening in the building by giving handwritten notes to staff. I'm hopeful this practice will help me become a more reflective building leader.

**Using Teacher Input to Improve Your Leadership*

Jay Strickland, Crawfordsville High School
jstrickland@cville.k12.in.us

I created a mid-year survey based off of the RISE principal evaluation and asked my teachers to complete the survey and provide feedback on my leadership. I reviewed the results of the survey and shared it with my teachers. From the survey, I focused in on two areas for improving my leadership. I created an action plan and shared it with the teachers and begin implementation this semester.

Notes

Table 7
Krista Nelson, Facilitator

**Teacher Retention and the PCM*

Daniel York, Eastwood Elementary
dyork@ncweb.me

The 2021-2022 school year was my first as principal at Eastwood Elementary. Given the recent political and pandemic environments, retaining new teachers was a big concern of mine. As I studied the PCM model and noticed how my profile impacted me as a leader, I wanted to shift that knowledge to my staff. I wondered if I could "feed" my new teachers by speaking to their phase if that would maintain their morale and feel valued as a person and educator.

**Looking Into The Mirror: A Principal's Reflection*

Alan Walczak, Morton Elementary
acwalczak@hammond.k12.in.us

I am wondering if diet/exercise will have an impact on my daily stamina, mood, and leadership capacity. I will be graphing the data in a Google Form.

Table 8
Brittany Greene, Facilitator

**Minding My Mood*

Katie Pieta, Joseph Hess Elementary
klpieta@hammond.k12.in.us

I decided to monitor my mood to see if I can pinpoint triggers that increase my stress level. Will debriefing with my office staff each day minimize the after work texts and phone calls? Will creating boundaries improve my mood and overall outlook on my position as a principal?

**Connect and Support Title*

Le Terra Smith, Burns-Hicks Elementary
lrsmith@hammond.k12.in.us

My action inquiry is to increase my instructional capacity as a leader in my school.

Notes

Table 1
Jaime Carroll, Facilitator

****Strengthening Lesser Personality Types to Make Deeper Connections with Staff***

Chaitra Wade, Banneker Elementary
clwade@garycsc.k12.in.us

I am focusing on the weakness of my personality type as there are four characteristics. For example, one weakness is or something I may struggle with is flexibility. I am deliberately tracking actions that demonstrate the weaknesses of my personality. I plan to use a pre and post survey to track my progress.

****Video Reflections Strengthen Leadership Communication***

Linda Biggs, Lost Creek Elementary ljb3@vigoschools.org

Video stamping a moment in time to reflect a days communication can provide reflection, thought and challenges. Becoming a better leader within myself must start with a honest reflection. I have learned that taking time on my way home to review a days reflection has forced me to closely evaluate my leadership communication skills.

Table 2
John Ralston, Facilitator

****The Value of Podcasts for Administrative Practice***

Brandi Herrod, Westside Leadership Academy
bherrod@garycsc.k12.in.us

The value of podcasts for administrative practice is to learn leadership strategies, insights from other leaders and practical tips so that I can achieve my goals. I will be keeping a log of podcasts and strategies that will be implemented in my everyday practice.

****Peace of mind between the stress of being Principal and Personal life.***

Patricia Meadows, Leo Junior High School
pmeadows@eacs.k12.in.us

Stress can effect so many aspects of one's life. My mind is always thinking and I need to plan how to reduce my stress level. My project is to incorporate exercise into my routine to reduce stress in both my school and personal life.

Notes

Table 3
Brent Bokhart Facilitator

**How would using the Platinum Rule to boost staff morale impact the culture of my building?*

Nicholas Petralia, Salk Elementary
npetralia@mvsc.k12.in.us

Using the PCM Leadership Profile and the Kahler Personality Types I will target all six areas of my personality to hopefully boost morale and positivity in the building. As we all know this is a difficult time in education and trying to reach each personality type to help keep teachers motivated and positive is crucial to the success of our students.

**Showing Gratitude to be Harmonized!*

Ashley Ransom, Haverhill Elementary
aransom@sacs.k12.in.us

My projects includes multiple ways of showing gratitude towards staff, which in turn allows my base and phase, Harmonizer, to be fulfilled. I will include journal entries, feedback from staff, and monthly planned activities to fulfill the needs of staff, along with my needs as a leader.

Table 4
David Robertson Facilitator

**The Impact of External community Relationships*

Arveneda McDonald, Joshua Academy Elementary
amcdonald@joshuaacademy.com

I wonder, if by increasing my ability and willingness to build and cultivate strong external professional relationships, it will help me to be a better leader and ultimately increase my access to additional school resources and support. Therefore, the purpose is to increase and improve my effort in building strong professional relationships that will garner significant professional connections / school development.

**How Does Clear Communicating of My Leadership Vision Build Capacity Within Myself and Those with Whom I Lead?*

Kellee Merritt, Spring Mill Elementary
kmerritt@msdwt.k12.in.us

Beginning my building level leadership during Covid-19 created unique challenges. Among those was the ability to connect in authentic ways that build the sense of shared ownership and tethering amongst a brand new team. It has become apparent that in order to lead effectively, leadership opportunities must be created and leadership capacity nurtured amongst stakeholders. Therefore, I realize that I must be crystal clear in communicating my vision (My Why?) in order to build capacity within myself and members of my team. In doing so, we can create a more shared leadership model at Spring Mill Elementary in an effort to increase buy-in while building capacity within key stakeholders to move this building forward.

Notes

Table 5
Emily Tracy, Facilitator

****Refilling My Cup***

Meg Welch, Weston Elementary
mwelch@gcsc.k12.in.us

I was finding myself getting burned out by having meetings daily after school. By blocking off one day a week after school, I have been able to fill my "harmonizer" cup by having time with my staff and getting back to my "why."

****Does Intentional Time Management Focused on Classroom visits Improve Instructional Culture?***

Thomas Hakim, Washington Woods Elementary
hakimt@wws.k12.in.us

By focus on personal time management, I wanted to prioritize classroom visits to build a more consistent culture around instructional feedback. Data was collected over multiple targeted weeks focused on short, instructionally focused classroom visits.

Table 6
Chad Rodgers, Facilitator

****Lose It To Gain It***

Michael Nehring, Decatur Middle School
mnehring@decaturproud.org

What do I have to "lose" in order to "gain" greater health, energy and mental clarity? I plan to eat a clean calorie deficit diet, exercise 5 days a week and organize myself to make healthy eating and exercise a part of my daily routine.

****Phase First***

Beth Krutz, La Porte Middle School
ekrutz@lpcsc.k12.in.us

I will focus on meeting my "thinker" phase motivational needs for this action research project. To do this, I am incorporating a time-structured calendar and a new communication tool to increase my productivity and efficiency. My goal is to build a more positive school climate, leadership team, and staff-leadership relationships.

Notes

Table 7
Krista Nelson, Facilitator

**A Focus on Tier I Discipline*

Michelle Coughlin, Iddings Elementary
mcoughlin@mvsc.k12.in.us

By focusing on the different personality traits of teachers in one grade level, can I help with the Tier I discipline strategies being used? By focusing on various delivery methods of ideas to use in their classrooms, I hope to see a change in the behaviors of our students overall in the grade level. In addition, it is hopeful that we will see greater gains in our academic diagnostic tests throughout the year.

**Motivation Monday*

Ashlee Tanoos, Lost Creek Elementary
ashlee.tanoos@vigoschools.org

Motivation Monday became a way to grow as an educational leader and take on the role as head learner in our building. Each Monday I send out a bite sized PD that takes no more than 5 minutes of a teacher's time. I was able to tap into the endless amounts of PD right in our own building and share it across grade levels, along with sharing new and relevant ideas.

Table 8
Brittany Greene, Facilitator

**Base and Phase in Relation to Psychological Needs*

Tierney Stevenson, Vaile Elementary
tstevenson@rcs.k12.in.us

Having a better understanding of your base and phase can deepen self-awareness and positively impact mood and productivity. Feeding those phases can also contribute to fewer negative-stress behaviors and better self-care for oneself. Through reflection, time management, and increased understanding of mine, (and my staff's) base and phase, I was able to lower stress and gain insight when dealing with staff, particularly, my toughest teachers.

**Refueling Myself to Reach Maximum Leadership Capacity*

Stephanie Leasure, Northside Elementary
sleasure@eastnoble.net

This school year has been a tougher year compared to others. I am running on empty and feel it is showing in my leadership. I am focusing on meeting my phase and base motivational needs so that I am able to be a strong leader for my students and staff.

Notes

Table 1
Chad Rodgers, Facilitator

****My Decision Making Process***

Scott Widner, Tri Jr/Sr High School
swidner@shenry.k12.in.us

My action research project explores the various factors that are taken in consideration in my decision making process. My goal is to determine the relationship between decision making factors and outcomes of my decisions.

****Begin delegation techniques and organization techniques so that events can be divided to building leaders and top performing students.***

Brian Burelison, Eminence Jr/Sr High School
bburelison@eminence.k12.in.us

My whole life, I have been the leader of my group projects. I have also been let down by my group members so I tend to take over a lot to make sure things are done first class and correct. At my current school, we are extremely small and I have little help as it is just me making all of the decisions. We have a lot of work to do at my school and I have started many new traditions, have multiple titles other than principal, have started many new initiatives, and have many projects in the works or coming down the pipeline. In order to keep my sanity and overall health, I have started a leadership team to delegate tasks to, have organized myself a lot more, have created timelines, and have dropped tasks I feel are not the most beneficial for the staff and students.

Table 2
Brent Bokhart, Facilitator

****Instructional Leader or School Manager: How will an increased balance of the use of my time lead to more instructional leadership as opposed to managerial tasks?***

Kelly Plank, Northeastern Middle School
kplank@nws.k12.in.us

After a mini-research project identified the majority of my waking hours was spent completing managerial tasks, I decided to take back control of my work calendar and personal time. The goal is to increase efficiency in my calendar, limit surprises, and schedule instructional time to increase my instructional leadership opportunities and minimize interruptions in my personal time.

****Building Positive Connections Through Purposeful Classroom Visits***

Mark Shadiow, Waldron Jr/Sr High School
mshadiow@ses.k12.in.us

My goal is to increase my leadership capacity by being purposeful in scheduling regular classroom walkthroughs. My past practice was to simply "drop in" to classrooms, providing minimal feedback to teachers and infrequent interaction with students. By creating a habit of scheduling regular classroom visits, I seek to discover whether I feel more confident, competent, and connected as a principal. Will purposeful classroom walkthroughs help me improve relationships and build trust within my school community?

Notes

Table 3
David Robertson, Facilitator

**Self Care: Building Administrative Capacity*

Tamara Swarens, Grant Line Elementary
tswarens@nafcs.org

Administrators have the capability of guiding a school, staff, and students to greatness! But what happens when the principal becomes wore down from the day to day challenges including personal life challenges? This project is researching how self care can not only improve the personal life of the principal, but also how taking this time can positively impact the school.

**How can taking care of myself, help my staff take care of themselves?*

Kristin Rodman, Sugar Grove Elementary
rodmank@centergrove.k12.in.us

As I began to tackle my own health journey, I started sharing my journey with my staff. I would share articles I was reading, quotes that helped me and the little changes that I made each week. Then I would share the ups and downs with staff each week. I wanted staff to know that as the leader of the building I am still taking time for myself despite everything else that is going on.

Table 4
Emily Tracy, Facilitator

**Being Selfful to be a Successful Leader*

Christine Lawbaugh, Morocco Elementary
clawbaugh@nn.k12.in.us

Taking time before I begin work to devote time to self care and focus in on self care will help me be grounded for the day and be a more efficient and mindful leader. Using reflection tools and staff input will help me gauge if this was beneficial to me as a leader.

**Identifying and Addressing Frustration Points*

Lauren Dado, Area Career Center of Hammond
LNDado@hammond.k12.in.us

I am conducting post-meeting reflections to identify where my frustration lies with each individual, group, or topic an addressing it through the Process Communication Model in an attempt to increase positive outcomes and therefore reduce my personal stress level.

Notes

Table 5
Christy Merchant, Facilitator

****Making Meaningful Connections with Staff***

Jodi Day, Battle Ground Middle School
jlday@tsc.k12.in.us

Connecting with my staff became very important, especially during the pandemic. I had to come up with diverse methods to meet, check-in, and connect. I developed a google form to send out bi-monthly to get feedback on how my staff was doing and what their basic needs were. These connections made a difference in the climate and culture of my building.

****Put on your oxygen mask before assisting others***

James Tutin, Eastwood Middle School
jtutin@msdwt.k12.in.us

What would be the impact of improving one's own health and fitness on the productivity and effectiveness within the school. This inquiry focuses on how increasing my cardio and physical exercise as well as learning about and improving my diet with a goal of losing weight might improve my energy within the school day and promote more visibility in classrooms and feedback to teachers.

Table 6
Amy Linkel, Facilitator

****Calibrating***

David Burden, Washington Elementary
dburden@warsawschools.org

My inquiry for year one is looking at holding myself accountable to prioritizing, protecting, and balancing time with my family, role as principal, and with the school community I serve. The purpose is to model and present an example to others that is the same standard I am holding myself to at home and school.

****Missing: Education Leader-If found please return***

Marisa Simmons, Thea Bowman Leadership Academy
msimmons@theabowmanacademy.org

As an elementary principal I balanced my time well between managerial tasks and educational tasks. Now as a K-12 Principal, I spend most of my time being a manager. My wondering is if I intentionally plan my week, will it allow me to complete my daily instructional leadership tasks.

Notes

Table 7
Nathan Boyd, Facilitator

**Make Time: Focus on What Matters*

Alicia Cornelius, Linton-Stockton Middle/High School
acornelius@lssc.k12.in.us

The number of duties a principal is expected to complete on a daily basis can become overwhelming, but what is the most important of these components? Perhaps finding a way to best support teachers to ensure a positive and healthy school climate is among the top priorities. My goal was to improve the amount of time spent in classrooms and communication. Through this journey, I have seen an increase in my capacity as an instructional leader and an increase in effective communication which has ultimately built staff morale, climate and culture.

**How can managing my time better allow me to grow in my ability to evaluate staff members.*

J.R. Haskins, Tri-County Jr/Sr High School
haskinsj@trico.k12.in.us

With the use of an office whiteboard and different types of technology, I wonder if organizing my time better will allow me to increase observation time in classrooms. This increased time in classrooms would help to grow my confidence in giving meaningful feedback to staff members and improve my leadership abilities.

Table 8
Brittany Greene, Facilitator

**The Power of Positive Self- Talk*

Tyneasha Banks, Beveridge Elementary
tbanks@garycsc.k12.in.us

It is found that employee productivity is influenced by leader's skills and behavior. The aim of my action research is to explore how intentionally practicing positive self-talk impacts how I interact with my staff.

Notes

Banks, Tyneasha, S3,T8	14	Moree, Jenna, S1,T4	4
Biggs, Linda, S2,T1	7	Nehring, Michael, S2,T6	9
Bishir, James, S1,T2	3	Pearson, Kellie, S1,T3	4
Blech, Jenna, S1,T4	4	Perkins, Karen, S1,T1	3
Burden, David, S3,T6	13	Petralia, Nicholas, S2,T3	8
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Cornelius, Alicia, S3,T7	14	Plank, Kelly, S3,T2	11
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Kesler, Kim, S1,T3	4	Strickland, Jay, S1,T6	5
Krutz, Elizabeth, S2,T6	9	Swarens, Tamara, S3,T3	12
Lawbaugh, Christine, S3,T4	12	Tanoos, Ashlee, S2,T7	10
Lawyer, Joni, S1,T5	5	Tutin, James, S3,T5	13
Leasure, Stephanie, S2,T8	10	Wade, Chaitra, S2,T1	7
Marine, Devon, S1,T6	5	Walczak, Alan, S1,T7	6
McDonald, Arveneda, S2,T4	8	Welch, Meg, S2,T5	9
Meadows, Patricia, S2,T2	7	Widner, Scott, S3,T1	11
Megyesi, Michael, S1,T1	3	York, Daniel, S1,T7	6
Merritt, Kellee, S2,T4	8		

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

Andrews, K. (2022). 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 3 5, p. 8⁰ ; 1 7)

Happy Inquiring!!

“Great Principals, Great Schools!”

