

Indiana Principal Leadership Institute

Cohort #2
Showcase of Schools
April 11, 2016

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!

Nancy Dana

Schedule

<u>Time</u>	<u>Event</u>	<u>Table Selected</u>
9:10 a.m.—9:40 a.m.	Session 1	
9:45 am—10:15 am	Session 2	
10:15 am –10:30 am	Break	
10:30 am—11:00 am	Session 3	
11:05 am	Showcase of Schools Celebration	

Table 1

Shawn Wright-Browner, Facilitator

∞Improving Stakeholder Input at Northside Elementary School

Kevin Biddle, Northside Elementary School
kbiddle@blackfordschools.org

Team Members: Sheri McDonald, Courtney Miles

After analyzing teacher and administrator responses to leading indicators 1.5 and 1.6 (regarding stakeholder input), our team found room for improvement. We attempted to improve in this area by providing more formal ways for stakeholders to give input by way of a parent survey, using an online program called Suggestion Ox, and a focus group. We gave a post survey to teachers and the administrator and examined the results to see if their opinions in this area improved.

∞Closing the Parent-School Feedback Loop

Roy Hufford, Chandler Elementary School
rhufford@goshenschools.org

Team Members: Andrew Kauffman, Sarah Miller

Sips, surveys, and social media—exploring various ways to close the parent-school feedback loop.

Table 2

Mike Pinto, Facilitator

∞Increasing Student Growth Through Direct Data Dialogue

Mary Bailey, Aurora Elementary School
mary.bailey@sdsc.k12.in.us

Team Members: Dana Cassidy, Lesley Hutton

This presentation will review our processes for increasing student growth:

- Implement and revise Rtl and data meetings,
- Create data spreadsheets to track information easily,
- Discuss and analyze grade-level data,
- Develop specific intervention plans, and
- Revisit student achievement data in order to make adjustments to ensure growth.

∞Data Focused PLC

Christina Larson, New Market Elementary School
Chris.Larson@southmont.k12.in.us

Team Members: Lisa Chadd, Libby Nave

Through IPLI, New Market has embarked on multiple teacher-led action research projects. Our presentation will be in reference to our primary project, developing our PLC culture, which is very data focused. Our PLC model has been implemented with strategies learned through IPLI and, along with data, focuses on ensuring an effective teacher is in every classroom as well as moving toward a guaranteed and viable curriculum.

Table 3

Bryan Perry, Facilitator

∞Hershey Elementary's Search for the Perfect Instructional Model

Linda Fields, Hershey Elementary School
lfields@tsc.k12.in.us

Team Members: Connie Painter, Lisa Lane

How would researching, adopting, and implementing a model of instruction improve instructional practices throughout Hershey Elementary? Join us as we share our quest to find the perfect instructional model. You will learn about how our journey began and where we currently stand in reaching our destination. Come with us and explore the joys and sorrows we have encountered on our amazing voyage.

∞Improving How Our School Functions

Miriam Dalton, Eastbrook South Elementary
mdalton@eastbrook.k12.in.us

Team Members: Sherri Hyatt, Bobby Foulk

We chose to develop an “Instructional Snapshot”, a Building Leadership team, weekly PLC’s, and a system for parent input to impact the functionality of our school. Our goal was to tie all of these pieces together to improve our school, based on more input from teachers and parents and by establishing clear expectations with the “Instructional Snapshot” chart.

Table 4

Bruce Miller, Facilitator

∞Can You Hear Me Now: Teacher Voice and Shared Decision Making

Chase Huotari, Franklin Township Middle School East
chase.huotari@ftcsc.k12.in.us

Team Members: Kyle McClarnon, Tracey Streit

Teacher voice is an important part of an effective school. Our project sought to strengthen that voice through the implementation of various committees and information streams. Pre- and post-survey data provided key insight into the overall impact of our endeavor.

∞Protocols for an Improved Decision-Making Process

Lori Shreiner, Goshen Middle School
lshreiner@goshenschools.org

Team Members: Elizabeth Martin, Miriam Avelar

Common themes emerged from both the High Reliability Schools survey and our district-wide TELL survey, which clearly identified “teachers feeling trusted to give input into the decision-making process” as an area of improvement at Goshen Middle School. We chose to explore building the use of protocols into our culture to inform and improve future decision-making opportunities at GMS.

Table 5**Paul White, Facilitator****∞Empowering Teachers through Observation and Reflection**

Steve Edwards, Frankfort High School
edwards@frankfort.k12.in.us

Team Members: Kirsten Clark, Cindy Long

Frankfort High School teachers have harnessed the power of in-house professional development through instructional rounds! Join us to discover how we introduced instructional rounds, how we learned to identify best practices within our own school, and how our teachers are empowered by the process of observation and reflection.

∞Peer Observation....a Different Approach

Jarrold Mason, Hamilton Heights High School
jmason@mail.hhsc.k12.in.us

Team Members: Jane Shields, Travis Kauffman

Here at Hamilton Heights High School, we have established a framework for peer observation that is non-evaluative and teacher driven. Teachers are given the tools to identify instructional strategies of importance to them and then are provided time to see those who do them well.

Table 6**Dan Nelson, Facilitator****∞PLC: Building a Culture of Collaboration**

Michelle Ondas, Donald E Gavit Middle/ High School
mmondas@hammond.k12.in.us

Team Members: Timberly Kinnie, Lauren Nelson

The team will present our journey towards implementing the PLC process where teachers develop authentic collaborative communities in which they address common issues, shared goals, school-wide initiatives and advance their skills, knowledge, and dispositions related to student learning.

∞We Need Time to Collaborate – Be Careful What You Ask For: The Journey of Forming Collaborative Teams

Larry Yoder, Eastside Jr./Sr. High School
lyoder@dkeschools.com

Team Members: Hannah Koch, Logan Sunday

A principal reflects on his team's experience with creating collaborative groups within the constraints of a traditional seven period teaching schedule. This action research project takes participants through the beginning stages of developing collaborative groups by releasing departmental teams during a 30-minute student resource period. Data collected includes agendas and minutes of weekly collaborative team meetings, common assessments, curriculum maps, grading methods, and grading philosophies. Data also includes team norms, informal feedback from members, and goals for each team. Reflection is done through written and audio journaling.

Table 7**Bobbie Jo Monahan, Facilitator****∞Establishing Effective Middle School Interventions**

Angela Moreman, Creekside Middle School
amoreman@ccs.k12.in.us

Team Members: Bob Loy, Rachel Sever

This presentation will highlight the process our school took after asking the question, "What intervention structure will meet the needs of our students?" A two-year plan for gradual school-wide implementation was created after conducting elementary school visits, reviewing effective co-teaching and intervention strategies, and analyzing student performance data. During May 2016, teachers of core subjects will complete observations in model classrooms using an instructional round format.

∞Enhancing Shared Leadership through a School Leadership Team

Dave Strouse, Batesville Middle School
dstrouse@batesville.k12.in.us

Team Members: Aaron Garrett, Ben Pierson

This presentation will outline our journey of developing a School Leadership Team. The team will present how we initiated the process into an existing structure of shared leadership, used data from HRS surveys, and share areas of growth for the team.

Table 8**John Pearl, Facilitator****∞Generals on the March to Success**

Craig Campbell, General Shanks Elementary
ccampbell@jayschools.k12.in.us

Team Members: Dora Houck, Cindy Grile

After analyzing ISTEP performance data across multiple years, there appears to be discrepancy among grade level teachers. Are we utilizing our strengths within the building to support each other and improve instruction? We are slowly implementing the HRS model to build collegiality and improve instruction.

∞NHES School Wide Collaboration

Wes Mullett, Northern Heights Elementary School
mullettwd@wccsonline.com

As a district, we are voyaging into uncharted territory with weekly collaboration dedicated to professional development and our 1:1 initiative. This is new for staff members, and I am interested in tying collaboration into one of my professional goals.

Table 9

Rod Hite, Facilitator

∞Increasing Parent Input and Involvement

Tom Gearhart, Beech Grove Middle School
 tgearhart@bgcs.k12.in.us
Team Members: Jeremy Pfeifer, Brad LaMar

The purpose of this project is to implement and collect stakeholder feedback regarding Beech Grove Middle School. The lagging data (HRS survey, TELL data) indicated parent/community involvement input is an area in which BGMS can improve. In fact, for the last 4 years BGMS has not had a Parent/Teacher Organization. I propose to develop a survey to collect parent/community feedback and take action steps to improve parent involvement.

∞Soliciting Stakeholder Suggestions

Sandra Wood, South Central Jr-Sr High School
 swood@scentral.k12.in.us
Team Members: Cortny Barnes, Matt Spagna

Seeing that stakeholder input was one of our lowest scoring areas on our recent HRS survey data, we decided to develop an online, anonymous forum through which faculty, parents, and students can share concerns and ideas with administration and school leaders. Our goal was to see how attitudes and performances would change if stakeholders had a formal way to express their opinions and ideas.



Table 1**Lynn Simmers, Facilitator****∞Learning Leadership Teams within a PLC Mindset**

Kyle Kersey, Riverton Parke
Kerseyk@swparke.k12.in.us

Team Members: Lisa Harmon, John DeLisle

A staff survey recently showed a deep desire for our staff to be more involved in decision making in regards to school-wide learning initiatives. We have found the development of a Learning Leadership Team to be a perfect match for our small school.

∞Piloting a PLC in Order to Take Flight with Fidelity

Jon Lippe, Manchester Jr Sr High School
jon_lippe@mcs.k12.in.us

Team Members: Jason Doehrman, Jacob Everett

We have spent the last 4 months piloting a PLC with our school's Math department to help gain buy-in and teacher ownership. Word has rapidly spread around the school and has gained excitement and enthusiasm for further implementation.

Table 2**John Pearl, Facilitator****∞Celebrating Success!**

Sharon Buchanan, Killbuck Kindergarten Extension
sbuchanan@acsc.net

Team Members: Katie Brandon, Jamey Knight

The "Celebrating Success!" Project is about how can we as a staff help students celebrate their individual and group successes. KKE focused on two areas—Attendance and Academic Goals. We chose to concentrate on setting and celebrating attendance to encourage students that coming to school on time is very important. For our second area of focus, we choose to concentrate on our students learning all of their letters and their TRC Levels for celebration. Students who learn their letters and how to read and comprehend their reading are more successful in life. Helping students to know that reading is fun and establishing a firm foundation was our main goal. Celebrating their achievement helps to establish pride in their accomplishments.

∞Celebrating Starts Within

Nathan Polston, Leesburg Elementary
npolston@warsawschools.org

Team Members: Cheri Sleighter, Heidi Class

After analyzing Level 1 HRS survey data, our team found that responses to leading indicator 1.7 (The success of the whole school, as well as individuals within the school, is appropriately acknowledged.) were low. Our team will share what strategies we implemented to help individuals, and our school as a whole, feel valued.

Table 3**Maria Sells, Facilitator****∞Developing a Collaborative Culture Characterized by Best Practice**

Greg Grostefon, Columbia Middle School
grostefong@lcsc.k12.in.us

Team Members: Kevin Reed, Ann Easter

Using Marzano's HRS Model, a team made up of key teacher leaders and the principal will lead the staff in developing professional learning communities at CMS.

∞Moving from Good to Great with Collaboration

Nora Hoover, Center Grove Middle School Central
hoovern@centergrove.k12.in.us

Team Members: Jill Jennings, Sam Fritz, Craig Smith

To move student achievement to the next level, CGMSC will focus its energy on student-centered collaboration using PLC among teachers and administrators. While we have had early release time for professional development and collaboration time among subjects and grade levels, MSC will move to collaborative groups who are continually planning for and answering the PLC questions (DuFour). To prepare for this new approach, we have worked to: establish professional norms, finalize curriculum guides and essential learnings, create CG Instructional Snapshots, conduct Instructional Rounds, and take first steps toward focusing on the four PLC questions.

Table 4**Bruce Miller, Facilitator****∞Close Reading Instruction with Fidelity**

Michelle Nutter, DeVaney Elementary School
mln@vigoschools.org

Team Members: Cindi Hrovat, Brandi Leinenbach

This presentation will outline the journey our school is currently taking to implement close reading instruction with fidelity. The team will present how we initiated the process, the professional development provided, and the steps taken to ensure success. Samples of student work and teacher plans will accompany the presentation.

∞Creating a School Wide Model of Instruction

Courtney Wildoner, Dayton Elementary
cwildoner@tsc.k12.in.us

Team Members: Beau Scott, Rebecca Kaverman

Utilizing Marzano's research on High Reliability Schools and Mary Howard's book, *Good to Great Teaching*, our school generated a vision statement and a school-wide model of instruction for literacy.

Table 5

Rod Hite, Facilitator

∞Consistent and Effective School-Wide Instruction

Mark Arnold, Washington Junior High School
marnold@wcs.k12.in.us

Team Members: Chad Niehaus, Eric Williams

What constitutes great instruction, and how do we ensure that it is found in every classroom? This presentation will review how we identified what great instruction looks like and how we came to a consensus on what should be guaranteed instruction in each classroom.

∞Getting the Most out of Your Classroom Instruction

Patrick Murphy, Milan Middle School
pat.murphy@milan.k12.in.us

Team Members: Zach Wade, Brandy Bastin

After looking at our data, we realized that our vision for instruction wasn't being communicated to our staff members. Our team felt we needed to improve the quality of instruction at Milan Middle School. To do this, we decided to develop a MMS Instructional Guide for all teachers to use in their classrooms.

Table 6

Bryan Perry, Facilitator

∞Implementing PLC's at South Decatur Elementary

Marty Layden, South Decatur Elementary School
mlyayden@decaturco.k12.in.us

Team Members: Laura Johnson, Lee Ann Gauck

For the past school year, the Decatur County Community School Corporation has been moving in the direction of becoming a High Reliability School Corporation. In order to move in this direction, the development and implementation of a Professional Learning Community is among the first steps of this process. At South Decatur Elementary, we have spent this year refining the PLC process at both the building level and corporation level as we move toward HRS Level 1 Certification.

∞Professional Learning Teams

Rodney Simpson, Bainbridge Elementary
Rsimpson@nputnam.k12.in.us

Team Members: Staci Parent, Christy Black

Our presentation will lead you through the process our school began towards implementing PLC's. The team will present how we began the process, data collected, how PLC's were introduced to staff, and the steps taken to ensure success.

Table 7

Tim Taylor, Facilitator

∞Defining Norms

Amy McCabe, Franklin Central High School
amy.mccabe@ftcsc.k12.in.us

Team Members: Brian Dunn, Paul Osterman

Though FC has had PLCs in place for a number of years, our HRS data indicated low teacher collaboration and few means for teachers to provide input. Departmental PLC teams collaborated to create instructional norms containing what we should see, might see, and should never see in classrooms.

∞Grading Practices at GHS

Barry Younghans, Goshen High School
byoungans@goshenschools.org

Goshen High School is considering a move to performance-based grading. This action research project was an attempt to determine what next steps to take in this process.

Table 8

Paul White, Facilitator

∞Working to Give Stakeholders a Sense of Empowerment

Randal Judd, Connersville Senior High School
rgjudd@fayette.k12.in.us

Team Members: Kim Giesting, Tina Jacobik

After looking at the HRS Level 1 data and the results of the School Culture Survey (administered at the beginning of the IPLI program in 2014), it is clear that students, parents, and staff may not always feel they have a formal way to provide input regarding the optimal functioning of the school (lowest mean on HRS Survey and a low mean on the School Culture results). Our hope is to learn about ways to allow all stakeholders to provide input and to do a few things that will help change the perceptions of students, teachers, and parents. We want all stakeholders to feel they have input and to know the ways they can share their input with the administration.

∞Increasing Stakeholders to Improve School Culture

Ryan Langferman, Milan High School
ryan.langferman@milan.k12.in.us

Team Members: Alecia Fryman, Jessica Small-Summers

Based on HRS Survey Data, there were several items that indicated we could make improvements in our building that would improve school culture at MHS. Most notably was the lack of stakeholder participation in decision making and policy, as well as a lack of individual recognition involving both teachers and students. We feel that by addressing these areas of improvement, we can accelerate the change in culture within our building.

Table 9

Jane Rogers, Facilitator

∞Learning from Each Other

Carmen Bordner, Tri-County Intermediate
bordnerc@trico.k12.in.us

Team Members: Molly Brown, Lexi McClure, Mandy Taulman

Tri-County Schools conduct professional development (PD) weekly for one hour, on Wednesday mornings. During the fall of 2015, teachers did a book study on *Teach Like a Pirate* by Dave Burgess. Some teachers have additionally participated in a book study led by Superintendent, Dr. Goad, on *Learn Like a Pirate* by Paul Solarz. The transformation in teaching practice has been observable throughout the building by increased student engagement, leadership, and project-based learning.

During PD, teachers have been in cross-grade level PLCs in order to foster collaboration outside of grade level teams. These groups have been structured and lead intentionally through learning experiences, causing them to share and analyze practices between grade levels.

To continue the collaboration of PLCs and to address the weaknesses revealed in the school culture survey, teachers have been observing one another, targeting instructional improvements outlined by their fall evaluation, and/or personal areas of growth identified through reflection.

∞School-Wide Instructional Model: Every Classroom Moving in the Same Direction

Cassandra Cruz, Kolling Elementary School
cncruz@lcscmail.com

Team Members: D'Ann McDermott, Kristen Hankins

After analyzing our team survey data for Level 2 HRS, our team focused on two changes we felt would produce strong results for improved instruction in our building. We felt that getting input from all teachers was the best method for staff buy-in and implementation of these changes. We will share our procedures for developing our building's Instructional Model as well as procedures for how we are implementing instructional rounds for all certified staff.



Table 1

Shawn Wright-Browner, Facilitator

∞Beginning an Open Discussion at Landis Elementary

Rita McLochlin, Landis Elementary
 Mclochlinr@lcsc.k12.in.us

Team Members: Greg Crozier, Alex Sanchez

Open discussion and communication inside the school can lead to a more healthy environment for our staff and students.

∞Turning Frowns Upside Down with a School Improvement Team

Toni Stevenson, South Creek Elementary
 toni.stevenson@ftcsc.k12.in.us

Team Members: Matt Nysewander, Rachael Russell

After analyzing HRS Level 1 survey data, our team found leading indicators 1.3 (Teachers have formal roles in the decision-making process regarding school initiatives.) and 1.5 (Teacher and staff have formal ways to provide input regarding the optimal functioning of the school.) were low. The team will present the change agent strategies that have created climate renewal among the staff.

Table 2

Mike Pinto, Facilitator

∞Linking Professional Goals, Reflection, Instructional Rounds, & Peer Coaching

Kelly Laffoon, Williamsport Elementary School
 klaffoon@msdwarco.k12.in.us

Team Members: Veronica Weston, Christi Snider

How can our staff strengthen and enhance pedagogical skills through professional goal-setting, reflection, instructional rounds, and peer coaching? Don't miss this session outlining our steps for success in setting up the model and improving our pedagogical skills as a collaborative force all year long!

∞Building HRS - Effective Instruction in Every Classroom

Jennifer O'Brien, Bridgepoint Elementary
 jobrien@gcs.k12.in.us

Team Members: Denise Ellnor, Trish Warren

Our School-Wide Action Research Project focused on ensuring effective instruction was in place in every classroom. We have had many collaborative conversations about the elements of effective instruction. This project aligned this knowledge into a school-wide graphic. The graphic keeps the focus of our instruction on the "Purpose of the Learning" and the elements that must be in place in order for student achievement to increase.

Table 3

Bobbie Jo Monahan, Facilitator

∞We Are A Learning Community (PLC)

Nathan Boyd, Grissom Middle School
 nboyd@p hm.k12.in.us

Team Members: Melanie Hackett, Josh Simpson

WE ARE: Shirley Hord, an expert on school leadership, came up with perhaps the most efficient description of the strategy: "The three words (PLC) explain the concept: Professionals coming together in a group—a community—to learn."

GRISSOM'S VISION: Grissom educators are professionals that meet regularly, share expertise, and work collaboratively to improve each other's teaching skills and the academic performance of every child.

GRISSOM'S GOALS:

- Clearly identify and articulate specific student learning goals.
- Develop effective ways to use formative assessments with students.
- Collectively review and improve lesson plans, offer critical feedback, and recommendations for continuous improvement. Which include:
 - ◊ Building community,
 - ◊ Collecting and using reliable data to increase student achievement,
 - ◊ Increasing vocabulary instruction,
 - ◊ Engaging students in academic dialogue. and
 - ◊ Developing relevant and rigorous content.

∞In Favor of Feedback

Jason Watson, Southwestern Middle School
 jwatson@swjcs.us

Team Members: Michael Comer, Robert Green

After analyzing Level 1 HRS survey data, our team found that responses to leading indicator 1.5 ("Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.") and 1.6 ("Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.") were low. This presentation will outline the journey our school took to address these areas of concern.



Table 4**Tim Taylor, Facilitator****∞PLC's—Our Journey**

Ric Manns, Scottsburg High School
rmanns@scsd2.k12.in.us

Team Members: Beth Walton, Chris Routt

We have made tremendous strides in our goal to increase our graduation rate. Our hope is the implementation of our new PLC time can help us increase the learning of our staff to impact our students.

∞Genuine School Improvement through PLC's

Derek Smith, Salem High School
dsmith@salemschools.com

Team Members: John Calhoun, Nicole Colwell

Our team decided to implement PLC's into our school culture hoping this would provide a vehicle for genuine school improvement. The team will present how we initiated the PLC process, how we determined the topics for discussion, and what impact this process has had in fostering genuine school improvement in the few months since PLC's were implemented.

Table 5**Jane Rogers, Facilitator****∞Sharing Leadership & Creating a Learning Culture**

Lindsey Brown, Eastern Middle School
lindsey.brown@eastern.k12.in.us

Team Members: Anne Kantz, Shawn Carpenter

During a transitional year for our school, in which we welcomed new grade levels of students and new staff, we recognized the need to develop the leadership capacity of all our staff. Working together over the summer, we identified common values and critical needs of the school. Teacher-led groups then collaborated to impact our culture throughout the year in those areas. Creating the culture we want for our kids is the professional work of everyone in the school!

∞Best Practice/Instructional Rounds/Teacher Walk-Throughs

Rod Hite, Edgewood Junior High
rhite@rbbschools.net

Team Members: Tom Norris, Rachel Perkins

Edgewood Junior High has 19 new staff members in our building, and each member brings their own set of strengths to the table from their previous schools or life experiences. We felt it would be a great collaboration opportunity and in-house professional development tool, to observe other teachers while trying to capture their best practice and delivery style.

Table 6**Lynn Simmers, Facilitator****∞LPS Non-Negotiables for Instruction**

Tammy Gregory, Lawrenceburg Primary School
tgregory@lburg.k12.in.us

Team Members: Terri Patterson, Cathy Uhlman

The LPS leadership team reviewed Marzano's High Reliability School Model. Our survey data from the Level 1 survey shows that LPS has a safe and collaborative culture; therefore, we concluded that our staff needs to focus on Level 2. We want to create a common set of expectations that reflect what effective teaching should look and sound like in each classroom. These expectations will allow our staff to move to the next levels of Marzano's High Reliability School Model with ease.

∞Instructional Rounds

Casey Hall, South Newton Elementary
hallc@newton.k12.in.us

Team Members: Amber DeYoung, Blair DiRuzza

All teachers in our building had the opportunity to request what teacher they would like to see teach. We then created a schedule using two subs, which allowed everyone to see the teacher and lesson they requested. Feedback from rounds was very positive- teachers learned fresh ideas and requested we implement rounds regularly.

Table 7**Maria Sells, Facilitator****∞Freshmen Surviving and Thriving**

Mark Laughner, Charlestown High School
mlaughner@gcs.k12.in.us

Team Members: Lisa Weber, Lara Renn

This presentation outlines the use of technology to allow teachers at the 9th grade level, who do not have common planning time, to collaborate with each other about student behavioral and academic issues in order to help students make a positive transition into high school.

∞Improving our Practice - Instructional Rounding

Steve Samuel, Ben Davis Ninth Grade Center
steve.samuel@wayne.k12.in.us

Team Members: Carrie Long, Erin Walker

Thirty teachers at Ben Davis Ninth Grade Center embarked on the journey of instructional rounds in January 2016. Our presentation will outline how we built knowledge on the process, structured our visits, gathered feedback, and plan to move forward making instructional rounds part of our school culture.

Table 8

Dan Nelson, Facilitator

∞Collaborative Reflection

Amy Bertram, Fairfield Jr. Sr. High School
 abertram@fairfield.k12.in.us

Team Members: Megan Davidhizar, Brodie Garber

Does having a formal reflection process in place make a difference? Can teachers benefit from reflecting with their principal? Find out how this process helped teachers and the principal get to know each other better and work together towards a common goal.

∞Looking For Data In All The Right Places: How do we share data with a junior senior high school staff to achieve school-wide ownership and impact student achievement?

Jayne Ann Virostko, North Vermillion Jr. Sr. High School
 jvirostko@nvc.k12.in.us

Team Members: Justin Fischer, Kristin Crabtree

As often occurs in middle and high schools, curricular area departments are diverse in their use of data to drive instruction. One struggle we face at North Vermillion is how to share data in a useful and concise way to those outside of the math and language arts departments to drive school-wide improvement. As a continuation of our principal's individual action research project, we have identified the need for a "place" within the school to house our important data, by student, to be used by all staff members. The culmination of this project is the creation of the North Vermillion Jr. Sr. High School Data Room.



Arnold, Mark, S2,T57
Bailey, Mary, S1,T23
Bertram, Amy, S3,T8.....11
Biddle, Kevin, S1,T1.....3
Bordner, Carmen, S2,T98
Boyd, Nathan, S3,T39
Brown, Lindsey, S3,T5.....10
Buchanan, Sharon, S2,T26
Campbell, Craig, S1,T84
Cruz, Cassandra, S2,T98
Dalton, Miriam, S1,T3.....3
Edwards, Steve, S1,T5.....4
Fields, Linda, S1,T33
Gearhart, Thomas, S1,T9.....5
Gregory, Tammy, S3,T610
Grostefon, Greg, S2,T36
Hall, Casey, S3,T610
Hite, Rod, S3, T5.....10
Hoover, Nora, S2,T3.....6
Hufford, Roy, S1,T1.....3
Huotari, Chase, S1,T43
Judd, Randal, S2,T8.....7
Kersey, Kyle, S2,T16
Laffoon, Kelly, S3,T2.....9
Langferman, Ryan, S2,T87
Larson, Chris, S1,T23
Laughner, Mark, S3,T7.....10
Layden, Marty, S2,T67
Lippe, Jon, S2,T16
Manns, Ric, S3,T410
Mason, Jarrod, S1,T5.....4
McCabe, Amy, S2,T77
McLochlin, Rita, S3,T19
Moreman, Angela, S1,T74
Mullett, Wesley, S1,T8.....4
Murphy, Patrick, S2,T5.....7
Nutter, Michelle, S2,T4.....6
O'Brien, Jennifer, S3,T2.....9
Ondas, Michelle, S1,T64

Polston, Nathan, S2,T26
Samuel, Steve, S3,T710
Shreiner, Lori, S1,T4.....3
Simpson, Rodney, S2,T67
Smith, Derek, S3,T410
Stevenson, Toni, S3,T1.....9
Strouse, Dave, S1,T74
Virostko, Jayne Ann, S3,T8.....11
Watson, Jason, S3,T3.....9
Wildoner, Courtney, S2,T46
Wood, Sandra, S1,T95
Yoder, Larry, S1,T64
Younghans, Barry, S2,T77





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.

Garmston, R.J. (2007).
Results-oriented agendas transform meetings into valuable collaborative events.
Journal of Staff Development Council, 29(2), 55-56

Happy Inquiring!!