

Indiana Principal Leadership Institute

Cohort #2
Action Research
Showcase

April 21, 2015



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!

Nancy Dana

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

Schedule

<u>Time</u>	<u>Event</u>	<u>Table Selected</u>
9:15 a.m.—9:45 a.m.	Session 1	
9:50 am—10:20 am	Session 2	
10:20 am –10:30 am	Break	
10:35 am—11:05 am	Session 3	
11:10 am	Action Research Celebration	



A Special Thank You to...

Dr. Nancy Dana

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

Table 1

Shawn Wright-Browner, Facilitator

∞Creative Communication

Nathan Polston, Piercetown Elementary
nathan.polston@whitko.org

Would improving and increasing my communication change the perception of our school? I needed to do a better job of telling our school's story to our parents and community. I used Twitter to enhance my communication. I wanted to increase parents' and the community's awareness of the great things happening daily in our school.

∞What to do with Technology? How to use the computer lab as an extension of the classroom?

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

How can I as a building principal encourage and support teachers to take a risk to use the computer lab as an extension of the classroom to increase student engagement. I will share some examples of how I encouraged staff and showcase examples used in the labs.

Table 2

Mike Pinto, Facilitator

∞Turning the Tables: Our Mission Statement Guides Student AND Teacher Learning

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

Our MSC mission is to create a safe, caring environment in which students can dream, explore, and achieve. Teachers diligently serve our school with the mission as their guide, while they also crave personal growth, satisfaction, and success. Seeking to mirror what we do for students, I strived to create a learning environment for teachers that provided a variety of experiences and opportunities that built teacher professional capacity and efficacy.

∞School Culture: Old School vs. New School

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

What role does leadership play in establishing a healthy school culture and how does this effect student achievement? How does a principal determine if the current school culture is healthy or toxic? If deemed toxic, how does a school principal create change that provides each student the high quality education this country has promised to every child? This principal reflects on data collected from a school culture survey in his school to gain insights into the question posed.

Table 3

Bobbie Jo Monahan, Facilitator

∞The Road to Communication and Personal Health

Randy Dahms, Leesburg Elementary
rdahms@warsaw.k12.in.us

The world has quickly changed these last couple years as social media has exploded. Schools more than ever before have to be fluid and change with the times to get our positive message out. I have experimented with Twitter to help to begin to craft the public message that is coming from Leesburg Elementary School. I've also tried to do a better job taking care of myself by consistently exercising, drinking more water, and increasing the amount of sleep.

∞Developing a Culture of Shared Decision Making

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

Do I as leader make decisions in isolation or do I draw on the strengths of the staff to form that decision? In this session, I will share the steps I took to provide more opportunities for staff input on major decisions for our school.

Table 4

John Pearl, Facilitator

∞RESPECT THE PLC: The Journey of Continued Professional Growth within a PLC School

Kyle Kersey, Riverton Parke Jr.Sr. High School
kerseyk@swparke.k12.in.us

In this presentation, I reflect on my own abilities and knowledge of PLC's in an attempt to become a better instructional leader. Come and learn all about my personal journey with Professional Learning Communities as well as a detailed action plan for the immediate future.

∞Teachers Matter: Does celebrating the success of teachers improve worker productivity?

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

Some believe that teachers are paid to do their jobs, therefore they should execute their responsibilities without fanfare. After making a conscience effort to praise and celebrate authentic personal achievements; I noticed greater willingness and productivity. I noticed that if I can keep colleagues and leaders at bay by creating a culture of personal trust, their maintenance of the status quo has a fertile environment to prosper.

Table 5**Bryan Perry, Facilitator****∞Preparing Teachers for the Rigors of High Stakes Testing**

Michelle Nutter, DeVaney Elementary School
mln@vigoschools.org

In my presentation, I will reflect on my journey to become more knowledgeable about the ISTEP+ language arts assessments and reports in order to lead my teachers toward improved instruction. I will share a detailed action plan to turn my learning into staff learning during the 2015-16 school year.

∞Completing Myself as an Instructional Leader

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

Through Reading First, I gained the knowledge to completely support teachers of literacy in the elementary schools and feel competent in that role. During this IPLI Action Research Project, I focused my learning on the resources and foundational understandings of Math Instruction, in order to balance my competencies in this area of the curriculum, so to better support teachers and student achievement in Math.

Table 6**Bruce Miller, Facilitator****∞To Walk or Not to Walk: Frequent Classroom Visits to Improve Instructional Leadership**

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

A principal reflects on data collected from being present in every classroom a minimum of once every other week. This action research project takes a principal through frequent classroom visits and the process of documenting these visits by recording visits on a spreadsheet. Reflection is done through written and audio journaling. The basic wondering is will the principal's instructional leadership skills improve as a result of these frequent visits?

∞Supporting Teachers – No Matter What Their Level of Experience

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

How do I support teachers with different levels of experience? How do I know what support they need? In my research, I collected data from my staff and disaggregated it into two groups – 15+ years experience and >15 years experience to show me what support my staff really needs.

Table 7**Maria Sells, Facilitator****∞Collaboration: The Key to Real Achievement**

Lindsey Brown, Eastern Jr.Sr. High School
lindsey.brown@eastern.k12.in.us

As an administrator in a high achieving school district, I was feeling 'stuck' with achievement hovering at the same levels for several years. Even though we are considered an 'A' school district, a sense of complacency prevailed with myself and our staff. I wanted to explore how I can help foster a culture of urgency and collaboration with proven strategies to push our staff beyond the minimum expectation.

∞If It Can't Be Measured It Doesn't Exist: Data Driven Front Office Meetings

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

Data is used frequently in our classrooms and Professional Learning Communities, but what about our front office? In this presentation, I share my reflections on the creation of weekly data driven front office meetings. Can a front office manager be data driven? Come find out...

Table 8**Jane Rogers, Facilitator****∞It's Lonely at the Top!**

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

Relationships with peers take time to build and your schedule is already full. Come see why networking with peers is worth the time and what knowledge you can gain.

∞My Role as a Manager-an INSTRUCTIONAL LEADER

Cassandra Cruz, Kolling Elementary School
cncruz@lcscmail.com

When I became interested in moving from the classroom into administration, what attracted me most was being able to be an instructional leader and helping a building of educators make purposeful decisions based on best practice and DATA. Unfortunately, now that I am in the role as principal of my own building, I find that too much of my time is actually being spent on managerial duties, leaving me little and inconsistent time to look at data with my staff and make team decisions based on what we find. I wanted to establish a better and more consistent building routine for collecting and analyzing data so that as the instructional leader, I can assure all students are

Table 9

Dan Nelson, Facilitator

∞*Guided Reading: A Principal's Role in Supporting Classroom Teachers with the Implementation of Guided Reading*

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

What happens to an at risk child who receives different reading instruction each year of his/her elementary career? Entering a new building as principal this school year I quickly realized our children were learning how to read differently in each classroom. I became concerned for those at risk children who move from classroom to classroom each year learning something different. In this presentation I will share my role as elementary principal in implementing guided reading, and the role I played in helping/supporting teachers in implementing guided reading into their classrooms.

∞*Distributed Leadership in Professional Development – Close Reading Strategies*

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

Teachers at Tri-County are privileged to have 1 hour weekly of professional development (PD). I searched for ways to build capacity in teachers and to make the PD time more meaningful. The result was student (teacher)-driven instruction in Close Reading strategies. By giving up the “reins” in PD, we all became learners from fellow experts in the building.

Table 10

Rod Hite, Facilitator

∞*Instructional Coaching: What's Up with That?*

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

My Assistant Superintendent has added peer/instructional coaching to my math and English department chairs. Neither has been trained in peer coaching. My hope is to learn more about peer coaching, with my two department chairs, and to make it a norm in the building that helps build strong relationships and best practice in the classroom of every teacher.

∞*A Journey Along the Curriculum Map*

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

In this presentation, I share my experiences as we introduced PLC's and Curriculum Mapping to our staff this year. This process led to the creation of departmental leaders and the beginning of Curriculum mapping at MHS. I will share with you my successes, discoveries and roadblocks that I encountered along the way.



Table 1**Bobbie Jo Monahan, Facilitator**

∞*Becoming a Professional Learning Community: Where could we go if our school focused on learning?*

Chris Enyeart, North Newton Jr.Sr. High School
cenyeart@nn.k12.in.us

This presentation will share my journey in beginning the process of reculturing our school into a PLC. I wanted to change the culture of North Newton through creating a collaborative environment and focusing on student learning. While we are still early in the process we are working on answers to the following questions: 1) What do we expect students to learn, 2) How will we know what the students have learned, and 3) How can we assist and support students in their learning?

∞*How to Accomplish More in Less Time: Is delegating the answer?*

Angela Moreman, Carroll Jr.Sr. High School
amoreman@carroll.k12.in.us

What leadership actions create a culture where individuals know they are trusted to lead in delegated areas and where task completion is a reality? I worked with my administrative and leadership teams to move ideas to action by carefully matching tasks with individuals and focusing on four identified areas for effective delegation. Creating and constantly revising the tools for monitoring was a major part of the growth process.

Table 2**Mike Pinto, Facilitator**

∞*SERT*

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

Do you spend a large portion of your day on special education? If you answered yes, then I have a GREAT solution for you that will also help you build teacher leaders.

∞*Leaders Need Followers: Why Should They Follow Me?*

Jason Watson, Southwestern Elementary
jwatson@swjcs.us

During an IPLI Action Research Project, Jason Watson looks to answer his most haunting question: Why should they follow me? In this project he seeks to determine the impact of a focused effort in gaining content specific knowledge on his ability to be the type of leader that others want to follow.

Table 3**Bryan Perry, Facilitator**

∞*Distributing Leadership Equally: Nice to Know becoming quickly a Need to Know*

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

Beginning my wondering had quickly led to more input and take over from my teachers. Looking at my large staff and the barriers that we face along with becoming a Title 1 school, has left us a bit overwhelmed. Learning how to keep up with the ever demanding decisions that must be made has led us to continue to set up teacher led committees to address our school's needs.

∞*Even Though We Ain't Got Money, I Have Staff Development For You Honey!*

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

We started the year with the golden goal of implementing a school-wide writing program. Our staff was excited about using the Lucy Calkins Units of Study as the means to achieve this goal; however, a month into the year we found our enthusiasm for the program was bankrupt! I knew our only hope for success was through staff development. But how to do this with absolutely no money? In this presentation, I share what I did to provide monthly staff development with absolutely no staff development funds.

Table 4**Jane Rogers, Facilitator**

∞*MES Mission / Vision Action Research*

Wes Mullett, Manchester Elementary
wes_mullett@mcs.k12.in.us

My individual action research project focused on creating a shared vision for my school. Based on my staff survey data, this is an area where I needed improvement.

∞*The Journey Toward College and Career Readiness*

Roy Hufford, Chandler Elementary School
rhufford@goshenschools.org

Success in schools involves producing students who are college and career ready. This is the story of how we discovered just how far we were (or weren't) on our journey, and the steps we are taking to ensure that we really are helping students to be successful.

Table 5

Maria Sells, Facilitator

∞Learning About Elementary Education: Little People, Little Parents, Little People Teachers

Marty Layden, South Decatur Elementary School
mlayden@decatur.k12.in.us

After spending my entire educational career being a teacher or administrator at the middle and secondary levels, I stepped into the uncharted waters of elementary school. I was not familiar with the curriculum, logistics, and workings of an elementary school so my inquiry was to find a way to become more familiar with this level of education.

∞Authentic Collaboration: How to foster an environment where authentic collaboration thrives

Andrew Jones, Rensselaer Central Primary School
andrew.jones@rcsc.k12.in.us

Upon investigation, I discovered disconnect between how I view and interpret collaboration and how my teachers view and interpret collaboration. I collected data regarding how our teachers collaborate and identified some obstacles preventing collaboration. My goal is to start working with my teachers to eliminate the obstacles and foster an environment that promotes collaboration to increase student achievement.

Table 6

Lynn Simmers, Facilitator

∞Running Walkthroughs

Tom Gearhart, Beech Grove Middle School
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What are teacher perceptions of walkthroughs? Do they impact instruction and lead to higher student achievement?

∞Using Peer Observations to Build Leadership Capacity in Your Building

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

Increase your own leadership capacity by exposing your teachers to high-yield instructional strategies. Teachers observe instructional strategies in action by scheduling a ten-minute observation with a peer of their choice. The teacher will then have the opportunity to incorporate those strategies within their own classroom.

Table 7

Paul White, Facilitator

∞Zero Period Professional Development: The Road to Becoming an Effective Presenter

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

In my school corporation we have three zero periods each week that are used for professional development. I often have to present to the faculty on various topics, so my wondering was focused on how to become a more effective presenter. Another question that was also important to me was “What format is the best to use with my staff, so that the message I want to get across hits home with my staff and I see a change in teacher behaviors?”

∞Channeling Our Educational Initiatives

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

Aligning the plethora of educational initiatives in a coherent, productive manner for staff and students is an exhaustive task. In this presentation, I will show how I tackled the wondering, “How can I increase my capacity as a leader supporting a coherent instructional program?” I will share these outcomes and talk about where I am going from here.

Table 8

Dan Nelson, Facilitator

∞Want School-Wide Success? Start with a Plan

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

Finally faced with takeover by the IDOE, Columbia Middle School realized that it was better than that. Failure simply was not an option. In my presentation I will briefly outline the journey undertaken by CMS staff beginning in January of 2014 and culminating with the development of the School-Wide Success Plan, a one-page document summarizing what staff and students alike would do to contribute to the new culture of success.

∞Data Talks with Students: Helping Students Connect the Impact of High Quality Student Work in the Classroom to Growth in Benchmark and State Tests

Lori Shreiner, Goshen Middle School
lshreiner@goshenschools.org

Students do not always see how their approach to daily work impacts other data that measures academic success. Through data talks, I want to motivate students to see how doing their best in the classroom will positively impact their grades and other data points that reflect their academic progress.

Table 9

Tim Taylor, Facilitator

∞Stepping Into Our Students' World

Steve Cox, Beech Grove High School
scox@bgcs.k12.in.us

I believe that the students in high school in today's society are more advanced in utilizing social media than educators in the classroom. Social media has become a major component of their daily lives, as educators we need to get into the game and step up to their level to be able to connect with them and challenge them educationally.

∞Flipping PD - Limiting "staff meetings" and honoring the time of professional educators by leveraging technology for professional development and induction

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

Reflecting on our PD structure and the need for nuts and bolts meetings in the age of technology, I set out to find a way to streamline access to basic information and the need to bring our whole staff together. I settled on the creation of the Ben Davis Ninth Grade Center Staff Connection. This online venue will host a great deal of information for our teachers and condense it to one location for ease of access. I will not be hosting a beginning of the year staff meeting this year to cover nuts and bolts, all of that information will be posted and accessible for teachers in the Staff Connection.



Table 1

Lynn Simmers, Facilitator

∞Leveraging Twitter to Help Tell Our Story

Jon Lippe, Lakeview Middle School
jlippe@warsaw.k12.in.us

Is Social Media a way in which I can positively impact the perceptions of our school? I have been using Twitter to share all of the wonderful things that are going on at Lakeview Middle School. Along the way, I am gaining growing support as our faculty grows in sharing work witnessed from colleagues. The whole process is leading to an increasingly positive ambiance being extended to our constituents about our school.

∞How does the number of discipline referrals affect a student's grades and their performance on the ISTEP?

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

As a Principal I feel it is my obligation to keep students in school and the classroom setting so they are not missing valuable instruction time from their teachers. It seems that most of the students who are suspended or serving ISS are the ones that have lower grades and are in danger of not passing the ISTEP or have not passed the ISTEP. As a result of this observation, I am interested in seeing if using different discipline techniques (rewarding positive behavior) will improve the grades and test scores of this at-risk group of students.

Table 2

Bruce Miller, Facilitator

∞A Balancing Act: How can we spend as much time leading as we do managing? Making Time for What Really Matters

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

As a principal there are many daily duties to manage. I had a desire to do more than manage. I wanted to figure out a way to make time for what really matters, including leading teachers on an adventure of learning and growing in order to increase our ability and improve our strategies as a school to engage, excite, and empower students.

∞Effective Time Management Strategies for the Busy Principal

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

Time is always of the essence as a school principal. How do you manage your time wisely while meeting student and teacher needs? Can you be more purposeful with your time? If you need help in this area, stop by and see what I discovered during this action research project.

Table 3

Jane Rogers, Facilitator

∞Differentiated Professional Development: Teacher Initiated Training

Kevin Biddle, Northside Elementary School
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In this presentation I share the pre and post survey results after allowing teachers to initiate the types of professional development they felt they need at the building level. Based on the suggestions I received from teachers, I provided professional development they asked for—not just what I thought they needed. Interestingly, they chose much of the same training I would have chosen, but I was interested to see if they showed more interest and ownership.

∞Building Leadership Capacity: Oh the Places We Will Go!

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

Great leaders use their passion and courage to move themselves and others towards their vision. In this presentation, we will explore the effects of critical conversations on professional growth and student success. We will journey through building leadership capacity by using a proactive approach, targeting future outcomes, having critical conversations, gathering evidence, analyzing data, and embracing what is learned. When a leader has a clear vision, just think of all the **Places We Will Go!**

Table 4

Tim Taylor, Facilitator

∞Walkthrough Wonderings

Amy McCabe, Waldron Jr.Sr. High School
amccabe@ses.k12.in.us

Did increasing the frequency of walkthroughs change student behavior or academic performance? How does it impact teacher fidelity to shared high expectations.

∞Looking for Data in All the Right Places!

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

Our building has a weakness in the use of consistent and meaningful data. As the Head Learner of the building, I know that this weakness is a result of my lack of knowledge in where to find that data and creating the time for analysis. We have a multitude of sources, but which one is appropriate for our use and how to use it has to show improvement. My research centered around my knowledge of the data sources we have access to and making a plan to lead my teachers to their own analysis.

Table 5**Shawn Wright-Browner, Facilitator****∞How Do I Improve My Communication with Parents**

Sharon Buchanan, Killbuck Kindergarten Extension
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In this session, I will share the answers to these questions I explored: How frequently and in which ways should I communicate with parents? How much information is retained by parents during conferences, convocations, monthly newsletters, automated phone calls, and information listed on the website? Which type of communication used, seems the most beneficial for parents?

∞How much information is enough?

Allisa Schnick, South Central Elementary School
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The staff at my school likes to feel that they know what is going on in their school and at the state level. Through the IPLI survey, it was obvious that teachers did not feel well informed about the state of our school. The more informed the staff is, the more they feel that they have ownership in the school. As a leader, I will give more focus to informing the staff on all of the details that are happening behind the scenes. In this presentation I will reflect on data from teaching staff to gain insights into the question, "How will a well-informed staff contribute to a positive climate within the school?"

Table 6**Paul White, Facilitator****∞Are all Teachers at GHS having students read regularly?**

Barry Younghans, Goshen High School
byounghans@goshenschools.org

For the past several years, Goshen High School has had a focus on literacy. Improving student literacy has been a major part of our school goal and TAP cycle goals and we have asked our teachers to have students read one hundred and fifty or more pages of text a year in all classes. The purpose of my action research was to determine how much reading was actually occurring in the various classrooms at Goshen High School. The data gathering process used was documentation during unannounced classroom observations.

∞Is That My Reflection in the Mirror?

Derek Smith, Salem High School
dsmith@salemschools.com

Looking at teacher observations/ evaluations this year I noticed that too many teachers were not reflecting on their teaching practices. I also knew that I had not done a very good job reflecting on my own practices. I wanted to design my own reflection program in order to become a more effective administrator and down the road to possibly be able to model this practice for teachers.

Table 7**Bobbie Jo Monahan, Facilitator****∞Leadership the "Hot Dog" Way: How to Develop a Staff Mindset of Continued Growth and Self Improvement**

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

I am going to share my experiences of building a leadership team at Frankfort High School. The "Hot Dog" staff was walking on egg shells and teaching scared because they were worried about the school grade and getting negative data. As a result of many observations and interactions, I realized that the staff was very strong but needed goals, direction, and clarity. By creating a Leadership Team, a communication bridge was built for the staff to administration. The high school could now talk openly, without stress, about continued growth and school improvement.

∞On our way: How do we map it out?

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

In this presentation, I share my reflections on a book study I led on Rigorous Curriculum Design with my Department Heads. Learn about the impact it made upon me and upon our team as we began the task of mapping curriculum, as well as how I used the book with teachers to prepare for our first eLearning day.

Table 8**John Pearl, Facilitator****∞Working Smarter Not Harder: What can a PLC do for Me?**

Christine Wheeler, Pierce Middle School
cwheeler@mvsc.k12.in.us

I take a look at how my personal time as a building principal is being monopolized by managerial duties. I use data to see how and why other schools use PLCs. I come up with a plan to manage my time while empowering my teachers to step up as leaders through the use of PLCs.

∞The Challenges of Social Media

Linda Marrs-Morford, Indiana Principal Leadership Institute
linda.marrs-morford@indstate.edu

Social media is creating some unique challenges for school administrators, especially in the area of discipline. As a former school law instructor, I was interested in finding out how schools are handling the unique discipline issues that are associated with some of the new social media apps. In addition to sharing some of the current legal issues related to social media and student discipline, this session will also provide examples of what administrators are doing to develop a positive social media culture in their schools.

Table 9

Maria Sells, Facilitator

∞A Clearer Understanding of Indiana's College and Career Readiness Standards for Mathematics

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

The shift to Common Core or Common Core like state standards has been called the greatest change in education since the 1960's. Being an educator during this time period is very stressful, impacted more so by the fact that our students must be assessed on standards this school year even though the standards themselves were not even finalized at the beginning of 2014. This Action Research Study includes a chart to compare the standards, a review of mathematical process skills and necessary shifts, possible resources for instruction, and a survey of teachers and how they would like my support.

∞Celebrating all Cultures: Raising Academic Standards and Appreciation for our Hispanic Population

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

The Hispanic population is the second largest ethnic group at South Newton Elementary School. They makeup thirteen percent of our student population, second only to Caucasian. Our Hispanic population is very supportive of our school system, but not as involved as I would like them to be. My goal is to get Hispanic families more involved and in return see academic growth from the students. Along with my ESL teacher, we collected data of all the Hispanic students in our school. We looked at reading benchmarks as well as ISTEP scores. We then contacted these parents and had a fiesta for our Hispanic families. We were overwhelmed with turnout we had that night. That night we talked about welcoming them into our school and talking about how valuable they are to us. My goal is to keep these families involved and see the achievement gap between our Hispanic students and our Caucasian students close.

Table 10

Rod Hite, Facilitator

∞Piles, Piles Everywhere: What Do I Do First?

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

Examining the reasons behind my disorganization with an eye towards prioritization. So much to do and seemingly no time to do it. Am I my own worst enemy? Can improving my time management provide me with more time to be an instructional leader? Finding time for the important things.

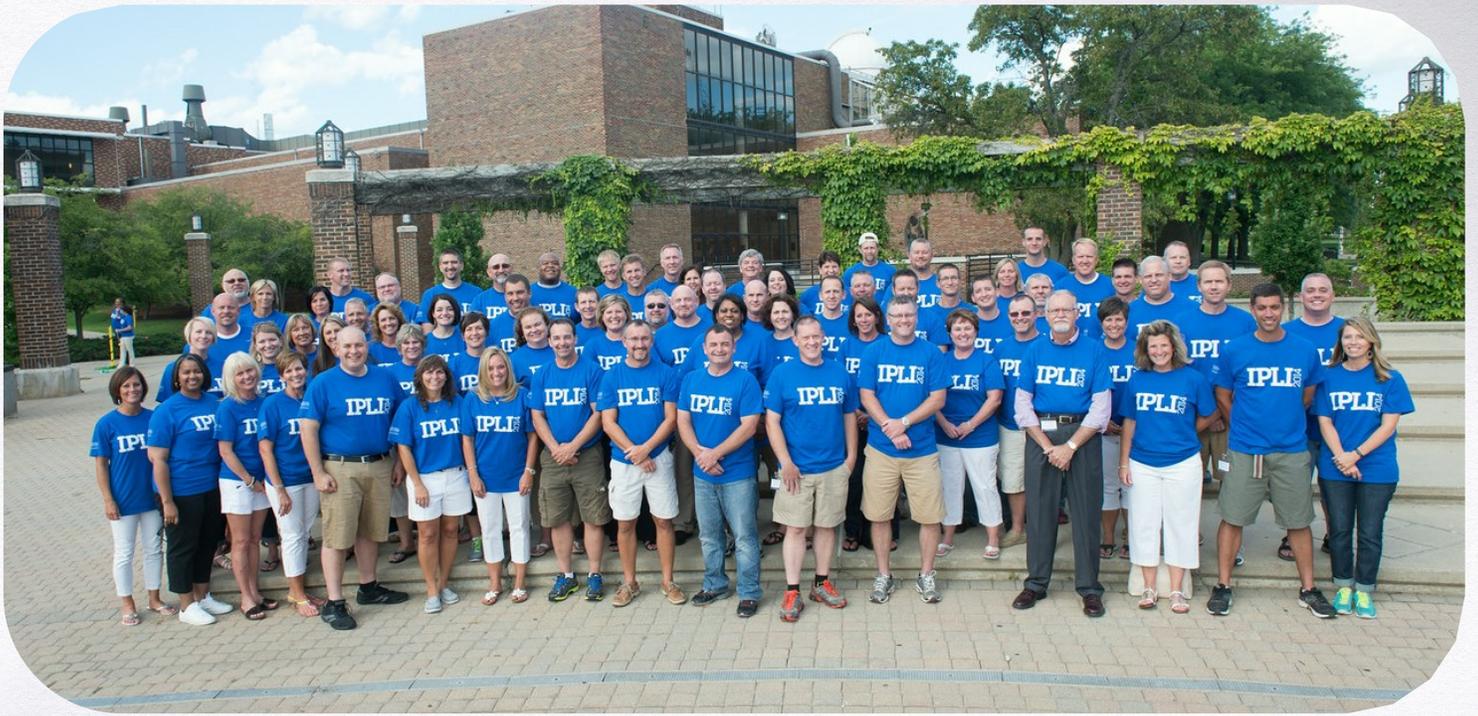
∞Projecting Positivity: How does my attitude affect the instructional program at my school?

Sandra Wood, South Central Jr.Sr. High School
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After hearing Annette Breaux speak about the importance of school staff supporting a positive attitude and climate throughout a school, I began to realize that I tend to unconsciously convey the stress I experience as an administrator through my body language and attitude. As such, I am attempting to determine how making a specific effort to always be seen with a smile on my face will affect the instructional program at my school.



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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*, 1991, p. 46; 73)

Happy Inquiring!!

