

# Indiana Principal Leadership Institute

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**2014 / MAKING AN IMPACT**

113

PRINCIPALS

100 teachers  
participating in  
Year 2 with their  
principals

20

Participating schools  
increased school-level  
grades in the last year

72,214

Directly Impacted Students

Six Hundred

*In-kind hours from ISU's Department of  
Educational Leadership, plus operational  
and technology support at no charge*

24

Mentors

2,000+

INDIRECTLY  
IMPACTED  
PRINCIPALS

\$1<sup>12</sup>

THE COST FOR EACH  
OF THE 1 MILLION +  
STUDENTS INDIRECTLY  
IMPACTED BY IPLI

MISSION STATEMENT

The Indiana Principal Leadership Institute provides building-level principals with the skills and tools needed to increase their personal leadership capacity, as well as to increase the learning capacity of their schools.

LETTER FROM THE PRESIDENT

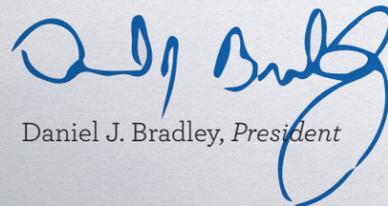
On behalf of Indiana State University and our Bayh College of Education, I am pleased to share the Indiana Principal Leadership Institute (IPLI) impact overview with you.

Created by the Indiana General Assembly in 2013, IPLI is a byproduct of a bipartisan effort to strengthen education in our state by focusing on how to better prepare and support our principals to lead in their schools and their communities. During the first two years of the program, 113 principals from across Indiana have participated.

IPLI has also partnered with the Indiana Association of School Principals and the Indiana Association of Public School Superintendents to create a two-year Indiana New Administrator Leadership Institute (INALI) to provide professional development for first-time administrators.

Because we recognize that a curricula that has been carefully and thoughtfully developed has the potential to impact all Indiana principals, many of IPLI's materials are available on our website and social media platforms.

While we are proud of what IPLI has accomplished in such a short amount of time, there is still much more for us to do. We look forward to another meaningful year ahead, as well as sharing widely the research and results. It is Indiana's students who ultimately benefit from IPLI, and our state will be the better because of it.



Daniel J. Bradley, President



“My biggest question and one I will continue to find answers for is ‘What do we do now?’ and ‘How can we make this better?’ I always want to be the educational leader who strives for excellence, and will do whatever it takes to improve and make things the best they can be.”

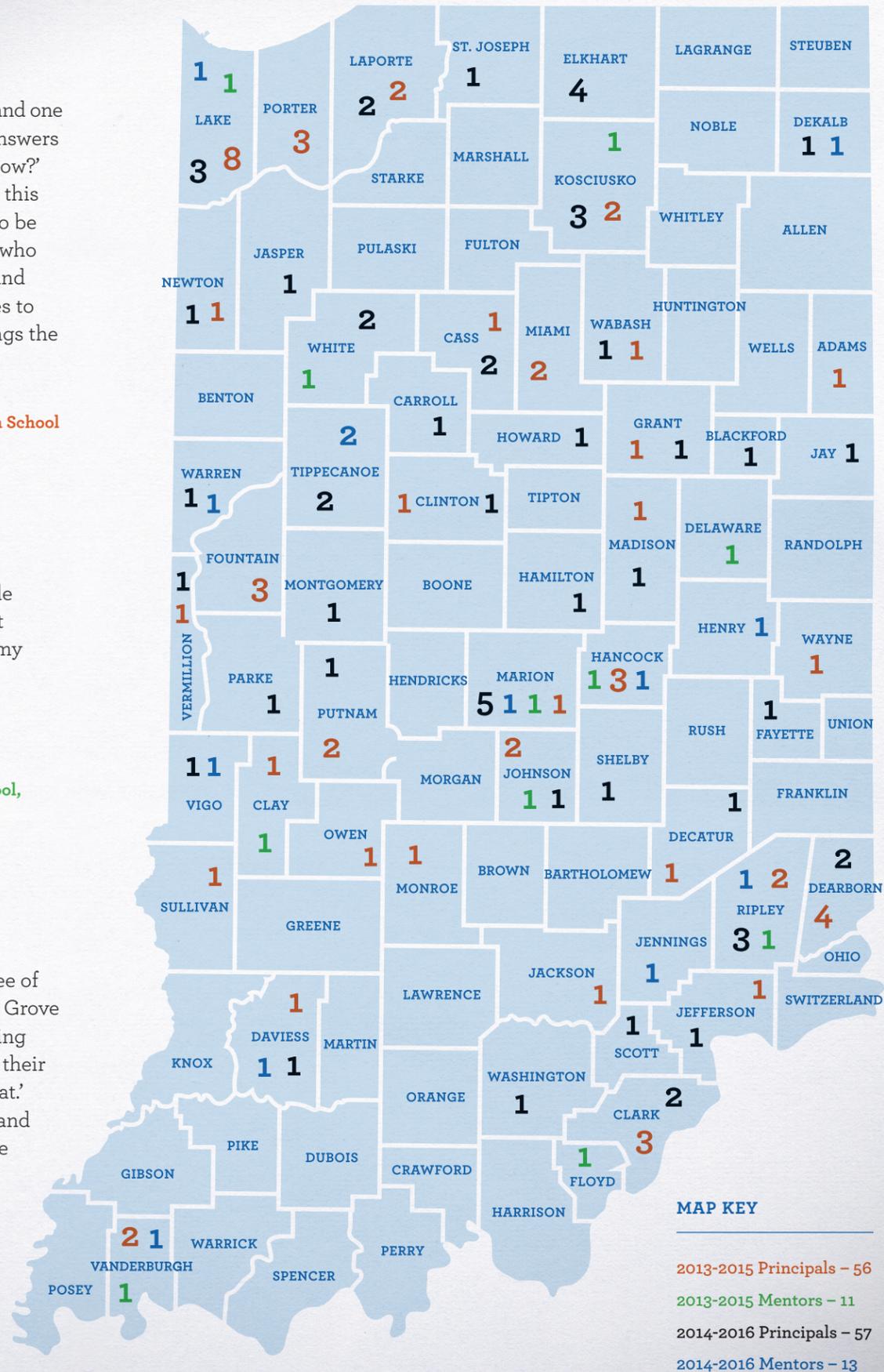
**JIM JAMESON, Principal**  
South Decatur Jr./Sr. High School  
Greensburg

“IPLI was inspiring. It stretched me. It made me think about the next steps to help improve my teaching, my students, and my school.”

**MANDY DUNCAN**  
First Grade Teacher  
Jefferson Elementary School,  
Middlebury, attending  
Year 2 seminars with  
Principal David Robertson

“IPLI has impacted three of our principals at Beech Grove City Schools by providing them the tools to move their staff from ‘Good to Great.’ They bring back ideas and concepts to improve the teaching and learning environments for their buildings.”

**PAUL KAISER**  
Superintendent  
and IPLI Advisory  
Board Member  
Beech Grove City Schools



## ACTION RESEARCH

A research-based approach to decision making in educational settings is imperative. Action research involves collecting and analyzing data, then adjusting and evaluating leadership practices. Our principals conduct individual and building level research, and we look forward to sharing those results with you, our school systems and our communities.

IPLI aims to make a significant impact on student achievement. Research suggests that it takes five years for principals to completely implement policies that enhance school performance. We intend to stay engaged with IPLI schools after principals complete the Institute, so we can continue to collect longitudinal data.

## COLLABORATION INTRODUCES INALI

Being a school administrator is a tough job, especially so for a first year administrator. While information for Indiana is anecdotal in nature, statistics from other states show that less than 50 percent of principals remain at the same school after five years.

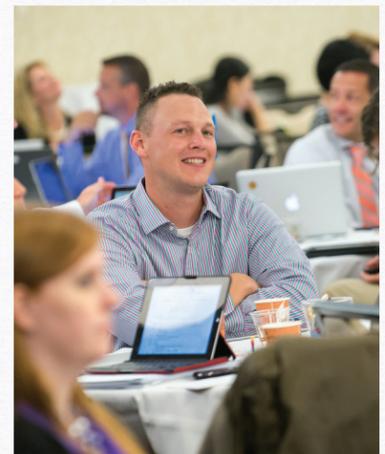
Recognizing these challenges, IPLI, the Indiana Association of School Principals and the Indiana Association of Public School Superintendents created the two-year Indiana New Administrator Leadership Institute (INALI). With 46 participants in its first year, INALI seeks to equip and empower new administrators, ultimately encouraging effective teaching and student success.

“The members of this cohort are a highly talented and energetic group. Their implementation of innovative ideas provides proof that the professional development activities of the institute are making a difference for the teachers and, most importantly, the students in their schools.”

**LARRY VERACCO**  
Superintendent and IPLI Mentor  
Lake Central School Corporation

## WHAT DOES IPLI LOOK LIKE?

- Mentoring
- Action Research
- Leadership Seminars
- Regional Cohort Meetings
- Professional Networking
- Accessible Resources for all Indiana Principals
- Personal and School Improvement Plans
- Teacher Collaboration



Kyle Pulley, teacher at Elwood Middle School, participates in the IPLI Summer 2014 seminar at Indiana State University.

**TRANSFORMATION THROUGH A HIGH-RELIABILITY SCHOOLS MODEL**

IPLI's partnership with the Marzano Research Laboratory opens new doors for our principals to transform their schools through learning five imperative elements of high-reliability schools.

1. Safe and Collaborative Culture
2. Effective Teaching in Every Classroom
3. Guaranteed and Viable Curriculum
4. Standards-Referenced Reporting
5. Competency-Based Education

"We now know that the impact a school leader has on his or her building's success is statistically significant. IPLI is focused on what research supports as being the 'right' work, and we're honored to be a partner in both building leader capacity, and developing school improvement plans that help Indiana schools become high-reliability organizations focused on continuous improvement."

**ROBERT MARZANO**  
Cofounder and CEO  
Marzano Research Laboratory

When Cheryl Ramsey became the principal of Beveridge Elementary School in Gary last year, only 52 percent of students passed the mandatory reading exam,



I-READ. Under her leadership, the reading scores soared to a 29-point increase. And that was just in one year.

The principal signed her contract last year and was recruited for IPLI the very next day. Her action research focused on collecting student data - a decision she thinks contributed to the dramatic increase in I-READ scores.

**"IPLI has been the absolute best for me."**

Examining everything from students' psychological evaluations to attendance records, Ramsey presented the data to her staff. "I was able to show them whole group instruction was not the key, it needed to be differentiated instruction," she said. "When you collect data and utilize data, there's no arguing it."

**INTENTIONAL COMMUNICATION**

Warsaw's Harrison Elementary Principal Lee Snider noticed in his annual leadership assessment that teachers felt underappreciated and yearned for positive, constructive feedback.

Snider focused on turning intentional communication practices into an action research project. He improved body language and feedback during classroom observations and frequently acknowledged teacher accomplishments. The enhanced school culture received glowing reviews, contributing to a more effective learning environment for his students.



**"Education is a relationship business."**



Governor Mike Pence, with First Lady Karen Pence, visits Mt. Comfort Elementary School to discuss Indiana history with 4th grade students.

Heather Whitaker, Principal of Mt. Comfort Elementary School in Greenfield, wanted to use data to enhance the school's curriculum. Analyzing 5th grade I-STEP reading and language scores from several years prior, she noticed students struggled with similar concepts. The result? "We implemented some new curriculum in those areas and jumped ten points in fifth-grade I-STEP scores from last year to this year," she said.

Although Whitaker knows test scores are important, she recognizes the need to help kids become productive members of society. And that takes some collaboration. "The more we are cohesive, the better educated our students will be and the more successes they'll have. When we have that support from our legislators, we can do more in the schools."



Principal Heather Whitaker (center) poses for a photo with her teachers at the IPLI Summer 2014 seminar at Indiana State University.

"Focusing on both skill specific topics and the ability to develop solutions to all facets of educational issues, IPLI is developing Indiana principals so all educators can continue to grow."

**TODD BESS**  
Executive Director  
Indiana Association of School Principals

"We feel truly blessed to have such a stellar program in our state. Indiana State University and our Indiana legislators are to be commended for their vision in creating and funding this outstanding program."

**J.T. COOPMAN**  
Executive Director  
Indiana Association of Public School Superintendents



IPLI principals and teachers pose for a photo at the IPLI Summer 2014 seminar on the Indiana State University campus.

“The Indiana Principal Leadership Institute is thoughtful, deliberate and strategic, as it brings together people who share the appreciation of a robust, state-wide professional development program for public school principals to help achieve our common goals of improving public schools and increasing student success. It is reflective of the bi-partisan support it has received from the Indiana General Assembly and is truly making a difference.”

SENATOR CARLIN YODER, *IPLI Advisory Board Member*

Access the 2014 Legislative Report at [www.indianapli.org](http://www.indianapli.org)



Indiana Principal Leadership Institute

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