

Indiana Principal Leadership Institute

2016-2017/MAKING AN IMPACT

300+ *teachers*

have participated

with their principals

159,211

Directly Impacted Students

10,552

Directly Impacted Teachers

175

INTENSIVE

PROFESSIONAL

DEVELOPMENT HOURS

FOR EACH PRINCIPAL

239

PRINCIPALS

*Action Research
Completed*

411

PRINCIPAL-FOCUSED STUDIES

161

SCHOOL-FOCUSED STUDIES

IPLI'S SECOND GRADUATING COHORT



On April 11, 2016, IPLI graduated its second cohort consisting of 52 principals and 13 mentors.

MISSION STATEMENT

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

LETTER FROM THE PRESIDENT AND DIRECTOR

On behalf of Indiana State University and our Bayh College of Education, we are 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 better to support our principals to lead their schools and their communities. Currently in its fourth year of operation, IPLI has directly impacted 239 practicing principals, over 10,500 teachers, and more than 159,000 students in Indiana schools. Indirectly, IPLI is impacting all Indiana principals by providing timely research, resources, and materials via presentations, publications, social media, and the IPLI website.

This report includes program data as well as firsthand accounts of how IPLI is improving leadership in Indiana schools and districts. It also includes information about the Indiana New Administrator Leadership Institute (INALI), a pilot program for first-time administrators developed through a partnership with the Indiana Association of School Principals and the Indiana Association of Public School Superintendents. INALI launched its third cohort in July with 70 new administrators. Together, IPLI and INALI are creating an aligned system of support for Indiana deans, assistant principals, and principals.

In creating IPLI, the Indiana General Assembly recognized the significant impact of school leadership on student achievement. This innovative, professional development program for school principals is gaining national and international recognition. While we are proud of what IPLI has accomplished in such a short amount of time, we have much more to do. We look forward to another meaningful year ahead, as well as sharing widely the research, resources, and materials created through IPLI and INALI.



Daniel J. Bradley
ISU President



Linda Marrs-Morford
IPLI Director

A blue ink signature of Daniel J. Bradley, written in a cursive style.

Daniel J. Bradley, *President*
Indiana State University

A blue ink signature of Linda K. Marrs-Morford, written in a cursive style.

Linda K. Marrs-Morford, *Director*
Indiana Principal Leadership Institute

IPLI Cohort Data

Cohort #1 2013-2015	Cohort #2 2014-2016	Cohort #3 2015-2017	Cohort #4 2016-2018
<ul style="list-style-type: none"> ➤ 56 Principals ➤ 11 Mentors 	<ul style="list-style-type: none"> ➤ 57 Principals ➤ 13 Mentors 	<ul style="list-style-type: none"> ➤ 61 Principals ➤ 11 Mentors 	<ul style="list-style-type: none"> ➤ 65 Principals ➤ 11 Mentors
<ul style="list-style-type: none"> ➤ 22 - Elementary Schools ➤ 15 - Middle / Junior High Schools ➤ 19 - High Schools 	<ul style="list-style-type: none"> ➤ 26 - Elementary Schools ➤ 11 - Middle / Junior High Schools ➤ 10 - Junior / Senior High Schools ➤ 10 - High Schools 	<ul style="list-style-type: none"> ➤ 38 - Elementary Schools ➤ 13 - Middle / Junior High Schools ➤ 2 - Junior / Senior High Schools ➤ 6 - High Schools ➤ 2 - K-12 Schools <p>Public Charter Schools-3</p>	<ul style="list-style-type: none"> ➤ 35 - Elementary Schools ➤ 2 - K-8 Schools ➤ 11 - Junior / Senior High Schools ➤ 10 - High Schools ➤ 4 - 6-12 and 7-12 Schools ➤ 3 - K-12 and 4-12 Schools <p>Public Charter Schools-4</p>
FREE & REDUCED	FREE & REDUCED	FREE & REDUCED	FREE & REDUCED
<ul style="list-style-type: none"> ➤ 13.8%-19%: 8 Schools ➤ 20%-29%: 6 Schools ➤ 30%-39%: 8 Schools ➤ 40%-49%: 12 Schools ➤ 50%-59%: 7 Schools ➤ 60%-69%: 10 Schools ➤ 70%-79%: 2 Schools ➤ 80%-89%: 2 Schools ➤ 90%-100%: 1 School 	<ul style="list-style-type: none"> ➤ 11.5%-19%: 3 Schools ➤ 20%-29%: 5 Schools ➤ 30%-39%: 7 Schools ➤ 40%-49%: 13 Schools ➤ 50%-59%: 16 Schools ➤ 60%-69%: 8 Schools ➤ 70%-79%: 5 Schools 	<ul style="list-style-type: none"> ➤ 0.0%-19%: 4 Schools ➤ 20%-29%: 4 Schools ➤ 30%-39%: 7 Schools ➤ 40%-49%: 15 Schools ➤ 50%-59%: 12 Schools ➤ 60%-69%: 6 Schools ➤ 70%-79%: 6 Schools ➤ 80%-89%: 4 Schools ➤ 90%-100%: 3 Schools 	<ul style="list-style-type: none"> ➤ 0.0%-19%: 4 Schools ➤ 20%-29%: 4 Schools ➤ 30%-39%: 11 Schools ➤ 40%-49%: 10 Schools ➤ 50%-59%: 12 Schools ➤ 60%-69%: 11 Schools ➤ 70%-79%: 3 Schools ➤ 80%-89%: 8 Schools ➤ 90%-100%: 2 Schools
A-F ACCOUNTABILITY	A-F ACCOUNTABILITY	A-F ACCOUNTABILITY	A-F ACCOUNTABILITY**
<ul style="list-style-type: none"> ➤ A: 20 Schools ➤ B: 11 Schools ➤ C: 14 Schools ➤ D: 6 Schools ➤ F: 5 Schools 	<ul style="list-style-type: none"> ➤ A: 21 Schools ➤ B: 12 Schools ➤ C: 17 Schools ➤ D: 6 Schools ➤ NA: 1 School 	<ul style="list-style-type: none"> ➤ A: 27 Schools ➤ B: 14 Schools ➤ C: 11 Schools ➤ D: 8 Schools ➤ F: 1 School 	<ul style="list-style-type: none"> ➤ A: 36 Schools ➤ B: 17 Schools ➤ C: 8 Schools ➤ D: 4 Schools ➤ F: 0 Schools

****Due to the transition to the more rigorous Indiana College and Career Ready Standards and a new, more rigorous assessment aligned to these standards, the Indiana General Assembly passed Senate Enrolled Act 200 to hold schools and corporations harmless for the results of the more rigorous assessment. This Hold Harmless approach for Statewide Accountability allowed schools and corporations to receive the better of either the 2013-2014 grade or the 2014-2015 grade.**

IPLI Model

WHAT DOES IPLI LOOK LIKE?

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

IPLI supports the work of principals and their teams by providing trained mentors and alternating whole-group seminars and monthly meetings with regional focus-cohorts throughout the calendar year. In year one, the focus is on the principal and increasing his/her leadership capacity. In year two, principals invite two teacher-leaders to join them, creating mini school improvement teams that concentrate on increasing the learning capacities of their schools.

ACTION RESEARCH

One component of the IPLI program model is the utilization of action research to engage principals and school teams in research-based approaches to decision making. Action research involves collecting and analyzing data then adjusting and evaluating practice.

At the end of the each year, principals and teams present their research in a conference-style format. In addition, summaries of all research projects and their results can be found on the IPLI website at www.indianapli.org. Selected projects from each cohort are also presented at the annual IASP Fall Professionals Conference.

“Through supporting Indiana principals in doing action research, IPLI is enacting what research tells us are important components of professional development: it must be job-embedded, ongoing, active, and connected to data. It’s clear that IPLI’s model of action research is a powerful mechanism to increase both the leadership capacity of Indiana principals and the learning capacities of their schools.”

DR. NANCY FICHTMAN DANA
Professor, School of Teaching and Learning
University of Florida

Cohort #2 2016 Showcase of Schools	
Teams’ Action Research Topics	Percentage
Creating an Instructional Model	25%
Increasing Stakeholder Input	24%
Implementing PLCs	15%
Increasing Teacher Collaboration	10%
Implementing Instructional Rounds	10%
Using Data Effectively	4%
Developing a Leadership Team	4%
Celebrating Success	4%
Creating MS Interventions	2%
Implementing Performance-Based Grading	2%
Cohort #3 2016 Action Research Showcase	
Principals’ Action Research Topics	Percentage
Improving Instructional Leadership	34%
Improving Climate and/or Culture	20%
Finding Balance/Personal Wellness	18%
Improving Communication	15%
Building Leadership Capacity	7%
Improving Organizational Skills	6%

Focused Action Research

YEAR 1

For **Monty Kirk**, principal at North Central High School in Farmersburg, making the walls of the school transparent has been the focus of his personal action research project. Kirk has started an electronic newsletter to share school news and a Twitter campaign to get teachers tweeting more about the great learning happening in their classrooms. As a result of his efforts, he is having more engaging conversations with parents, teachers, students, and community members about his school.



North Central High School's Thunderbird News Newsletter.

“Each month I look forward to bouncing ideas off of those in my cohort and making new connections that will strengthen my abilities as I move forward. I take something away from each meeting and can see that I am making more confident decisions because I have consulted with other schools about their processes and ideas.”

YEAR 2

Alicia Gatewood, principal at New Haven Intermediate School, and her two teacher-leaders, Mandy Baker and Beth Bultemeier, are utilizing already embedded collaboration time to focus on improving instruction. Video examples from the National Institute for Excellence in Teaching allow the team to engage teachers in discussions about what effective teaching looks like and how to incorporate the strategies demonstrated into their classrooms.

“IPLI has given me the opportunity to reflect on and improve my practices as an instructional leader. The professional development is the best I have experienced in 10 years as an administrator, and the relationships I have developed with my team are ones that will remain intact well after my time with IPLI is finished.”



Gatewood and her staff analyzing video data.

“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.”

DR. ROBERT MARZANO
Cofounder and CEO
Marzano Research

TRANSFORMATION THROUGH A HIGH RELIABILITY SCHOOLS™ MODEL

IPLI's partnership with Marzano Research 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

LIFE AFTER IPLI

“Now in year four of providing excellent support and training to principals and teacher-leaders, IPLI exists as an example for how to provide leadership opportunities on a statewide basis. The IPLI model develops for all educators the leadership skills that will advance our education system due to the focus on both current issues and best practice processes. IASP is a proud partner with IPLI, and we look forward to our continued growth and support for principals.”

DR. TODD BESS

Executive Director

Indiana Association of School Principals

“With the importance attached to a high-quality education in our state, recognizing the value in leadership development that will only enhance the quality of educational offerings and high achievement gains for our students and communities just makes sense. Anything less in the investment in leadership will result in the devaluation of education in Indiana. We applaud the efforts of the Indiana General Assembly and Indiana State University in recognizing why leadership matters in high quality education for our state.”

DR. J.T. COOPMAN

Executive Director

Indiana Association of Public School Superintendents

The IPLI experience does not end after graduation. Principals continue to be invited to special seminars, receive IPLI newsletters and resources, and are encouraged to apply to be mentors for new cohorts. Although their formal time with IPLI has ended, graduates continue with their IPLI work in their schools and maintain the professional networks developed during their two-year program.



Cassandra Cruz

Cassandra Cruz, principal at Kolling Elementary, graduated from IPLI in April 2016, but the IPLI impact still continues to influence the work of her school. In year two of IPLI, her team decided to work with the Kolling faculty to develop a school-wide instructional model that was implemented last year. Now, with the help of her two IPLI teacher-leaders, the school has implemented instructional rounds.

“The connections made with school leaders throughout the state of Indiana through the IPLI process have created school improvement opportunities that are beyond measure. I could not be more proud of how Indiana values and supports such an enriching opportunity for one of the most important professions in our society.”

IMPACT BEYOND IPLI



Wayne Township Administrative Professional Learning Communities at work.

IPLI is impacting schools and districts throughout the state. For example, after attending an IPLI seminar with IPLI Mentor Angela Lewis-Hawkins and seeing the results of principals' action research projects, MSD of Wayne Township's Assistant Superintendent for Academics Judy Stegemann decided to adopt the IPLI action inquiry process for implementation in her district. “We needed a framework for job-embedded professional learning that was built on questioning, innovating, and learning together. Urban education is always changing, and we needed a framework for learning that was responsive to these changes. We are in our first year of utilizing the inquiry/action research process as a framework for professional learning. Our administrators' enthusiasm for powerful learning is going to positively impact both our students and staff.”

For South Ripley Community School Corporation, IPLI and INALI have been instrumental in the development of their school leaders. According to Superintendent **Rob Moorhead**, “IPLI and INALI have had a tremendous impact on South Ripley Community Schools. Our building-level leaders have benefited in many ways. Our administrators that have participated in the programs have made valuable connections with other leaders from across the state. IPLI principals have greatly increased their leadership capacity

through their work with action research. One of the best parts of INALI has been the ongoing evaluation training provided to new leaders. Having an experienced mentor from outside of the school district that participants can turn to for guidance and support has also proven to be a very valuable



South Ripley’s IPLI & INALI Administrators: Superintendent Rob Moorhead, Principal Destiny Rutzel, Principal Amy Linkel, and Assistant Principal Ryan Lauber (INALI).

benefit of both IPLI and INALI. Additionally, the opportunity to have two teachers attend IPLI during year two has extended the reach of IPLI into the classrooms as well.”

Moorhead has been a mentor for two IPLI cohorts and was recently named IAPSS District VIII Superintendent of the Year. **“My personal participation in IPLI as a mentor has provided me with some of the best professional development of my career. Being able to collaborate with people who have walked the walk of the school leadership has provided me with a tremendous network of professionals to reach out to when necessary. I greatly value the time I have spent with IPLI.”**

Over the last few years, the school district (55% economically disadvantaged) has seen significant increases in student achievement. The junior high was just recognized as a 2016 National Blue Ribbon School, named a 2016 School to Watch® by the National Forum to Accelerate Middle-Grades Reform, and has been an Indiana Department of Education Four Star School for four years. These honors for the junior high can also be attributed in part to the tremendous academic foundation provided for the students at the “A” rated elementary school.

SOUTH RIPLEY IPLI AND INALI MEMBERS

Rob Moorhead, Superintendent

IPLI Mentor Cohort #1
IPLI Mentor Cohort #3

Amy Linkel, Principal

IPLI Cohort #3

Destiny Rutzel, Principal

INALI Cohort #1
IPLI Cohort #4

Ryan Lauber, Asst. Principal

INALI Cohort #3

“IPLI is the most effective professional development opportunity I’ve had since entering the principalship ten years ago. IPLI training is high quality and consistently provides valuable information that can immediately be put into action to improve school efforts to significantly increase students’ academic achievement. The opportunity to engage in action research has been productive. In the school I lead, in close partnership with teacher-leaders, our school climate has significantly improved, and we are now focused on our school culture -- a culture of continuous improvement. If all principals in Indiana had access to IPLI, there would be a dramatic increase in the effectiveness of our schools. I am honored to be a part of IPLI.”

LISA HALE
Principal
Highland Elementary School
Evansville Vanderburgh School Corporation

OVERALL IPLI RESULTS

“I have been to numerous trainings and conferences in my 17 years as an educator, both at the state and national level. However, my experiences with the Indiana Principal Leadership Institute have resonated so profoundly that all other professional development opportunities are completely eclipsed in comparison. Simply put, I am a better principal, our teachers are better educators, and our students better served because of IPLI.”

MATT CLIFFORD

Principal
Greensburg Junior High School
Greensburg Community School Corporation

“IPLI has had a remarkable and positive collective impact on the Tippecanoe School Corporation. Through multiple principal participants in the two-year program, our schools have enjoyed enhanced instructional leadership from our building principals. IPLI principals are exposed to an action research process that allows them to become more reflective and focused on their own needs and growth as well as their staffs’ and students’ needs. In addition, the TSC also benefits from having several principals serving as regional IPLI mentors. TSC’s principal mentors become better leaders by bringing back programmatic best practice ideas that could be employed locally.”

DR. SCOTT HANBACK

Superintendent
Tippecanoe School Corporation

Although recent research suggests that it takes five years to fully stabilize and improve the teaching staff and to implement complete policies and practices that positively impact the school’s performance (Center for Public Education), preliminary data indicate that IPLI is impacting principals’ skills and improving schools.

The ultimate evidence to validate the continuation of IPLI is the impact on student achievement in our participants’ schools. Twenty of the 56 principals in Cohort #1 increased school-level grades after one year. Unfortunately, because of state assessment changes, data from the last two years are not usable for comparison purposes. However, exit survey results and data collected from surveys and action research projects are showing improvements in leadership skills and student achievement.

The following table summarize key results from IPLI Cohort #1 and Cohort #2 Program Exit Surveys for Principals and Superintendents. Feedback from these surveys has been used to make improvements to the program, and data from Cohort #2’s program exit survey clearly demonstrate program improvements. Superintendents are responding that IPLI is having a significant impact on the leadership capacity of their principals. One hundred percent of principals and superintendents would recommend the program to their respective colleagues.

It is IPLI’s intent to maintain our relationships with IPLI schools after the two years and continue to collect longitudinal student achievement data.

IPLI COHORT #1 & COHORT #2 PRINCIPALS’ RATINGS			
Survey Item	Cohort #1	Cohort #2	Combined Ratings
Value of overall experience	8.57/10	9.23/10	8.90/10
Overall seminar rating	8.44/10	8.55/10	8.55/10
Value of monthly regional focus-cohort meetings	7.41/10	8.72/10	8.07/10
Value of the action research projects	7.65/10	8.43/10	8.04/10
Value of including two teachers in year two	7.95/10	8.99/10	8.47/10
Value of using the High Reliability Schools™ Framework in year two	7.96/10	8.63/10	8.30/10
Quality of the mentoring relationship	4.48/5	4.66/5	4.57/5
Would recommend IPLI to other principals	100% Yes	100% Yes	100% Yes
IPLI COHORT #1 & COHORT #2 SUPERINTENDENTS’ RATINGS			
Survey Item	Cohort #1	Cohort #2	Combined Ratings
Did leadership capacity of your principal increase as a result of IPLI?	88% Yes	95% Yes	91.5% Yes
Impact of the IPLI seminars	8.35/10	8.84/10	8.60/10
Impact of the mentoring provided	8.41/10	8.16/10	8.29/10
Impact of the monthly regional focus-cohort meetings	8.29/10	8.47/10	8.38/10
Value of including two teachers in year two	7.88/10	8.50/10	8.19/10
Value of using the High Reliability School™ Framework in year two	8.25/10	8.24/10	8.25/10
Would encourage other superintendents to provide the opportunity for their principal to participate in IPLI	100% Yes	100% Yes	100% Yes

Indiana New Administrator Leadership Institute

The Indiana New Administrator Leadership Institute (INALI) is a program for new school deans, assistant principals, and principals. The two-year program, modeled after IPLI, was formed through a partnership with the Indiana Association of School Principals and the Indiana Association of Public School Superintendents in 2014 to meet the needs of school administrators. On February 9, 2016, INALI graduated its first cohort of 45 school leaders.

WHAT DOES INALI LOOK LIKE?

- Mentoring
- Two-day IASP New Administrator Workshop
- September & February Leadership Seminars
- 5-Regional Group Meetings each year
- One-year membership in IASP
- One-year IASP Conference Registration
- One-year membership in Ed Leaders Network
- Up to 45 Professional Growth Plan Points for Each Year
- Fulfillment of IMAP Requirements

Cohort #1 2014-2016 45 New Administrators	Cohort #2 2015-2017 52 New Administrators	Cohort #3 2016-2018 70 New Administrators
<ul style="list-style-type: none"> ➤ 21 Principals ➤ 23 Assistant Principals ➤ 1 Dean / Other 	<ul style="list-style-type: none"> ➤ 27 Principals ➤ 21 Assistant Principals ➤ 4 Deans / Other 	<ul style="list-style-type: none"> ➤ 22 Principals ➤ 43 Assistant Principals ➤ 5 Deans / Other
<ul style="list-style-type: none"> ➤ 23 - Elementary Schools ➤ 12 - Middle / Junior High Schools ➤ 1 - K-8 School ➤ 2 - Middle / Junior High / Senior High Schools ➤ 7 - High Schools 	<ul style="list-style-type: none"> ➤ 27 - Elementary Schools ➤ 3 - Middle / Junior High Schools ➤ 10 - Middle / Junior High / Senior High Schools ➤ 1 - K-8 School ➤ 1 - 3-8 School ➤ 8 - High Schools ➤ 1 - K-12 School ➤ 1 - Other 	<ul style="list-style-type: none"> ➤ 28 - Elementary Schools ➤ 16 - Middle / Junior High Schools ➤ 7 - Middle / Junior High / Senior High Schools ➤ 14 - High Schools ➤ 3 - K-12 Schools ➤ 2 - Other
Public Charter School - 1		Public Charter Schools - 2
<ul style="list-style-type: none"> ➤ 1,963 Teachers Impacted ➤ 30,829 Students Impacted 	<ul style="list-style-type: none"> ➤ 2,161 Teachers Impacted ➤ 30,592 Students Impacted 	<ul style="list-style-type: none"> ➤ 3,575 Teachers Impacted ➤ 55,552 Students Impacted

“The INALI program has enabled me to have the support of other practicing principals, the guidance from experienced veteran administrators, and the education on current policies and procedures that impact my day-to-day efforts as an educational leader. In my second year of the program, I feel I possess a stronger skill set as a person, a leader, and an educator. INALI has instilled a level of confidence within me that I would not have had otherwise. This program is an asset for new school leaders.”

KYLE MEALY
INALI Cohort #2
Wes-Del Middle/High School



Cohort #3 was launched on July 17, 2016, with 70 new deans, assistant principals, and principals.



IPLI Cohort #4 at the Summer Seminar.

“The Indiana Principal Leadership Institute is the state’s go-to center in providing statewide professional development programs for public school principals. IPLI helps achieve our common goals of improving public schools and increasing student success. It is reflective of the bipartisan support it has received from the Indiana General Assembly and is truly making a difference.”

SENATOR DENNIS KRUSE



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Access the 2015-2016 Legislative Report at
www.indianapli.org

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