

**2016-2017**

**Annual**

**Report**



# Indiana Principal Leadership Institute

Indiana State University  
Bayh College of Education  
Room 213  
401 N. 7th Street  
Terre Haute, IN 47809  
812-237-2933  
[www.indianapli.org](http://www.indianapli.org)





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**LETTER FROM THE DIRECTOR:**

June 30, 2017



Dear Partners in Education:

As Director of the Indiana Principal Leadership Institute (IPLI), it is an honor to present to you the 2016-2017 annual report of the Institute. Signed into law in May 2013, Senate Bill 402 authorized the creation of this two-year intensive professional development program for Indiana principals. In creating IPLI, the State recognized the impact principals have on student achievement. Here at IPLI, our goal in Year 1 is to increase the principal's leadership capacity, and in Year 2, the focus shifts to the school to increase its capacity to ensure all students are learning.



The 2016-2017 year was an extraordinary year for IPLI. Fifty-three principals, 11 mentors, and 106 teachers from Cohort #3 completed Year 2 of IPLI where they studied their schools and created action plans for improvement. Sixty-five principals joined Cohort #4 and focused on improving their leadership capacity. Both cohorts participated in action research showcases organized in a conference-style format that allowed the participants to learn from each other. This research is also being shared with school leaders, both statewide and nationally, through conference presentations and publications. In addition, all IPLI research project summaries are available on the IPLI website for use by principals.

In July, IPLI will begin its fifth cohort consisting of 60 principals. With the addition of Cohort #5, 299 principals have been or will be directly impacted by IPLI's powerful professional development program. Furthermore, IPLI's partnership with the Indiana Association of School Principals and the Indiana Association of Public School Superintendents in the creation of the Indiana New Administrator Leadership Institute (INALI) has resulted in 168 new administrators receiving the knowledge, skills, and mentoring they need to be successful leaders.

The following report outlines the activities our principals engaged in throughout the past year. Although recent research suggests that it takes five years to fully stabilize and improve the teaching staff and to completely implement policies and practices that positively impact the school's performance (Center for Public Education), preliminary data indicate that we are impacting their skills and improving schools. Exit-survey results and data collected from surveys and action research projects are showing improvements in leadership skills and student achievement. It is our intent to maintain our relationships with IPLI schools after the two years and continue to collect longitudinal student achievement data.

As we move into year five of IPLI, we are excited about the further development of the program. This report includes feedback we have received from our participants and the superintendents supporting their principals' participation in IPLI. The Institute is our own action research project, and we are using these data to continuously refine the program. In addition, this report also contains information and survey results from the INALI program.

The challenges of the principalship are immense, and by creating IPLI, you have provided innovative support for Indiana principals and their schools. We thank you for your support, and if you have any questions about this report, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink that reads "Linda".

Linda Marrs-Morford, Director



*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.*

**OVERVIEW:** Senate Bill 402 was signed by Governor Pence on May 11, 2013, creating the Indiana Principal Leadership Institute (IPLI), housed at Indiana State University's Bayh College of Education. IPLI is a two-year experience designed to address the professional needs of Indiana public school principals with an emphasis on student success. The Institute's first year focuses on increasing principals' capacities to address the current needs of their schools, such as teacher evaluation models, student performance, community involvement, and shaping a strong school culture. In Year 2, each principal and two teacher-leaders work together to increase the learning capacity of the school.

**CONCEPTUAL FRAMEWORK:** The conceptual framework for the model that guides IPLI is grounded in theory from the literature related to leadership capacity and learning organizations. It is separated into three parts to better understand the process:

- 1) **The interaction of personal (leadership improvement plan) and organizational goals (school improvement plan);**
- 2) **Using action research to create local knowledge; and**
- 3) **Using regional focus-cohorts as learning communities.**

It is through the processes of reflection, scientific inquiry, and collaboration that structure the best professional development for principals in the nation.

**BENEFITS OF PARTICIPATION:** Participation in IPLI includes the following benefits:

- **Two-year intensive professional development program;**
- **Mentoring by trained, highly-qualified mentors;**
- **Monthly regional focus-cohort meetings;**
- **Five seminars featuring nationally-recognized school educators;**
- **Access to resources to support the needs of principals and their schools;**
- **Membership in the Indiana Association of School Principals;**
- **Registration for the Indiana Association of School Principals Fall Professionals Conference;**
- **Registration for the Ed Leaders Network, an online, on-demand professional development site to enhance one's educational leadership;**
- **Networking opportunities with principals from all over the state;**
- **An opportunity to enroll in 12 university credits toward the Indiana State University Educational Specialist's program at a significantly reduced tuition rate; and**
- **45 Professional Growth Plan (PGP) points for each year of participation.**

**BENEFITS FOR ALL INDIANA PRINCIPALS:** In addition to the targeted work with enrolled principals, IPLI is developing resources for use by all Indiana principals, their schools, and their school communities. These resources include:

- Access to the IPLI website ([www.indianapli.org](http://www.indianapli.org)) and resources provided through IPLI's social media platforms (Twitter, Facebook);
- Access to IPLI e-newsletter;
- Access to IPLI blogs;
- Access to leadership assessments;
- Access to information about upcoming professional development opportunities throughout the state;
- Access to resources (such as checklists, leadership tips, organizational tools, and book summaries) located on IPLI website;
- Access to IPLI webinars dealing with hot topics in education;
- Access to research being conducted by IPLI participants; and
- Access to Indiana Association of School Principals Fall Conference speakers co-sponsored by IPLI. For example, on November 21, 2016, IPLI co-sponsored the keynote speaker for the IASP Conference, Dr. Adolph Brown.

IPLI Direct Impact (Cumulative)	IPLI Indirect Impact
Total # of Principals Impacted <ul style="list-style-type: none"> <li>• Year 1: 56</li> <li>• Year 2: 113</li> <li>• Year 3: 174</li> <li>• Year 4: 239</li> <li>• Year 5: 299</li> </ul>	<ul style="list-style-type: none"> <li>• Access to IPLI resources: <a href="http://www.indianapli.org">www.indianapli.org</a></li> <li>• Partnering with Indiana Association of School Principals on Fall Conference</li> <li>• Presenting research at various conferences</li> </ul> Impacting: ~1,900 Indiana Principals ~70,000 Teachers ~1,000,000 Students
Total # of Teachers Impacted <ul style="list-style-type: none"> <li>• Year 1: ~3,222</li> <li>• Year 2: ~5,701</li> <li>• Year 3: ~8,202</li> <li>• Year 4: ~10,753</li> <li>• Year 5: ~13,162</li> </ul>	
Total # of Students Impacted <ul style="list-style-type: none"> <li>• Year 1: ~49,396</li> <li>• Year 2: ~84,138</li> <li>• Year 3: ~122,221</li> <li>• Year 4: ~159,098</li> <li>• Year 5: ~193,574</li> </ul>	

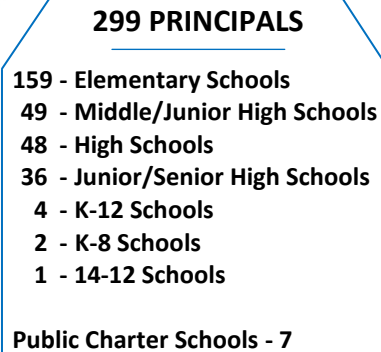
## IPLI COHORTS:

Cohort #3 2015-2017	Cohort #4 2016-2018	Cohort #5 2017-2019
<ul style="list-style-type: none"> <li>➤ 61 Principals</li> <li>➤ 11 Mentors</li> </ul>	<ul style="list-style-type: none"> <li>➤ 65 Principals</li> <li>➤ 11 Mentors</li> </ul>	<ul style="list-style-type: none"> <li>➤ 60 Principals</li> <li>➤ 11 Mentors</li> </ul>
<ul style="list-style-type: none"> <li>➤ 38 - Elementary Schools</li> <li>➤ 13 - Middle / Junior High Schools</li> <li>➤ 2 - Junior / Senior High Schools</li> <li>➤ 6 - High Schools</li> <li>➤ 2 - K-12 Schools</li> </ul>	<ul style="list-style-type: none"> <li>➤ 35 - Elementary Schools</li> <li>➤ 2 - K-8 Schools</li> <li>➤ 11 - Junior / Senior High Schools</li> <li>➤ 10 - High Schools</li> <li>➤ 4 - 6-12 and 7-12 Schools</li> <li>➤ 3 - K-12 and 4-12 Schools</li> </ul>	<ul style="list-style-type: none"> <li>➤ 38 - Elementary Schools</li> <li>➤ 10 - Middle / Junior High Schools</li> <li>➤ 9 - Junior / Senior High Schools</li> <li>➤ 3 - High Schools</li> </ul>
FREE & REDUCED	FREE & REDUCED	FREE & REDUCED
<ul style="list-style-type: none"> <li>➤ 0.0%-19%: 4 schools</li> <li>➤ 20%-29%: 4 schools</li> <li>➤ 30%-39%: 7 schools</li> <li>➤ 40%-49%: 15 schools</li> <li>➤ 50%-59%: 12 schools</li> <li>➤ 60%-69%: 6 schools</li> <li>➤ 70%-79%: 6 schools</li> <li>➤ 80%-89%: 4 schools</li> <li>➤ 90%-100%: 3 schools</li> </ul>	<ul style="list-style-type: none"> <li>➤ 0.0%-19%: 4 schools</li> <li>➤ 20%-29%: 4 schools</li> <li>➤ 30%-39%: 11 schools</li> <li>➤ 40%-49%: 10 schools</li> <li>➤ 50%-59%: 12 schools</li> <li>➤ 60%-69%: 11 schools</li> <li>➤ 70%-79%: 3 schools</li> <li>➤ 80%-89%: 8 schools</li> <li>➤ 90%-100%: 2 schools</li> </ul>	<ul style="list-style-type: none"> <li>➤ 0.0%-19%: 0 schools</li> <li>➤ 20%-29%: 6 schools</li> <li>➤ 30%-39%: 11 schools</li> <li>➤ 40%-49%: 13 schools</li> <li>➤ 50%-59%: 10 schools</li> <li>➤ 60%-69%: 9 schools</li> <li>➤ 70%-79%: 3 schools</li> <li>➤ 80%-89%: 5 schools</li> <li>➤ 90%-100%: 3 schools</li> </ul>
A-F ACCOUNTABILITY	A-F ACCOUNTABILITY**	A-F ACCOUNTABILITY
<ul style="list-style-type: none"> <li>➤ A: 27 schools</li> <li>➤ B: 14 schools</li> <li>➤ C: 11 schools</li> <li>➤ D: 8 schools</li> <li>➤ F: 1 school</li> </ul>	<ul style="list-style-type: none"> <li>➤ A: 36 schools</li> <li>➤ B: 17 schools</li> <li>➤ C: 8 schools</li> <li>➤ D: 4 schools</li> <li>➤ F: 0 schools</li> </ul>	<ul style="list-style-type: none"> <li>➤ A: 12 schools</li> <li>➤ B: 18 schools</li> <li>➤ C: 20 schools</li> <li>➤ D: 8 schools</li> <li>➤ F: 1 school</li> <li>➤ NA: 1 school</li> </ul>

\*For Cohorts #1 & #2 data, see previous IPLI Annual Reports at [www.indianapli.org](http://www.indianapli.org).

\*\* 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 2013-14 grade or the 2014-15 grade.

Cohort #1 Principals -- 56  
Cohort #2 Principals -- 57  
Cohort #3 Principals -- 61  
Cohort #4 Principals -- 65  
Cohort #5 Principals -- 60





## COHORT #3 ACHIEVEMENTS:

- In Year 2, teams consisting of the principal and two teacher-leaders from each school engaged in an intense study of the High Reliability Schools™ framework. This framework, based on 40 years of educational research, defines five progressive levels of performance that a school must master to become a high reliability school - where all students learn the content and skills they need for success in college, careers, and beyond.
- Each school team (principal plus two teacher-leaders) collected data to identify strengths and areas for growth using the Marzano High Reliability Schools™ leading indicators surveys. Teams developed action research projects focused on increasing the learning capacities of their schools.
- Fifty-three team action research projects were completed and presented at the annual IPLI Showcase of Schools on April 10, 2017. Five to six will be selected to present at the Indiana Association of School Principals Fall Professionals Conference on November 20, 2017.
- Six principals presented their first-year, individual, action research projects at the Indiana Association of School Principals Fall Professionals Conference on November 21, 2016.

### 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%

### 2017 Showcase of Schools

Teams' Action Research Topics	Percentage
Creating an Instructional Model	35%
Building a Positive Collaborative Culture	20%
Instructional Rounds/Walkthroughs	13%
Restructuring Meeting Time to Improve Teacher PD	8%
Implementing Character Education Behavior Programs	8%
Implementing Teacher Instructional Growth Goals	3%
Improving Communication	3%
Other: - Shifting to a Growth Mindset - Increasing Data Literacy - Implementing Instructional Coaching - Schedule Redesign - Implementing Vocabulary Program	10%

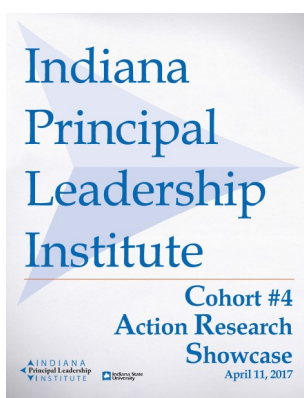


**Cohort #3 graduated on April 10, 2017.**



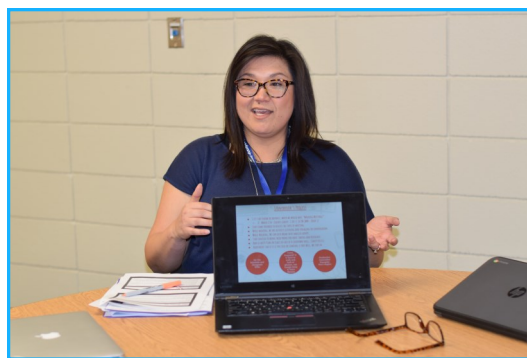
## COHORT #4 ACHIEVEMENTS:

- In Year 1, principals are assigned to a regional focus-cohort in order to receive ongoing action research coaching and development of regional networking communities. Eleven regional cohorts were created and met on a monthly basis.
- Sixty-five principals and their mentors engaged in an intense study of key, research-based leadership behaviors shown to improve student achievement.
- Each principal administered a leadership assessment to his/her staff. The results of this assessment along with two other surveys (Dweck Mindset Assessment; Kafele's 50 Questions) were used to identify strengths and areas for potential growth. Using these data, principals developed a six-month action research project focused on increasing their leadership capacities.
- Principals presented their individual action research projects at the IPLI Action Research Showcase, April 11, 2017. Five to six projects will be selected for presentation at the Indiana Association of School Principals Fall Professionals Conference on November 20, 2017.



## 2017 Action Research Showcase

Topic	Percentage
Finding Balance / Personal Wellness	33%
Improving Instructional Leadership	31%
Improving Climate and/or Culture	11%
Distributing Leadership	8%
Using Social Media	8%
Improving Critical Conversations	3%
Improving Communication	3%
Improving Organizational Skills	3%



Sean Galiher, Schmucker Middle School in Mishawaka, and Pam Griffin, MSD Warren Township present during the Cohort #4 Action Research Showcase on April 11, 2017.

**IPLI PARTNERSHIPS:** IPLI has worked very closely with the Indiana Association of School Principals (IASP), the Indiana Association of Public School Superintendents (IAPSS), the Indiana Department of Education, and various school districts around the state. These partnerships have resulted in increased communication and sharing of resources between the organizations and their members. For example, IASP provides facilities for mentor training sessions and IPLI Advisory Board meetings at no charge.

Another great example of how educational entities can work together to provide high-quality learning opportunities for Indiana's educators is IPLI's partnership with Lawrence Township School District. Lawrence Township allows IPLI to use its Community Center's professional development rooms for the September, January, and April IPLI Seminars. These facilities are provided at no charge to IPLI, saving IPLI over \$30,000. This partnership was facilitated by IASP and the Indiana State University Educational Leadership Department.

IPLI has also developed a partnership with Marzano Research Laboratory to ensure that our participants are receiving the most up-to-date, research-based professional development available. For additional information about the Marzano Research Laboratory, please visit [www.marzanoresearch.com](http://www.marzanoresearch.com).

During the first year of IPLI, it became clear that support for new Indiana building-level administrators was needed. Whereas IPLI supports practicing principals, little support was available for new principals and assistant principals. IPLI, IASP, and IAPSS worked together to create the Indiana New Administrator Leadership Institute (INALI), housed with IASP. Modeled after IPLI, the INALI program builds upon the annual IASP New Administrator Conference and creates ongoing support through seminars, mentoring, regional meetings and communication, and online, on-demand, professional development—Ed Leaders Network. Funds for the program come from district contributions and grants. In its first year, 45 administrators enrolled in the program. Cohort #2, consisting of 53 administrators, is completing Year 2. Cohort #3, composed of 70 new principals, assistant principals, and deans, began on July 17, 2016. Cohort #4 will begin in July 17, 2017.

### INALI Impact (Cumulative)

#### Total # of New Administrators Impacted

Year 1: 45  
Year 2: 98  
Year 3: 168

#### Total # of Teachers Impacted

Year 1: ~2,027  
Year 2: ~4,661  
Year 3: ~8,236

#### Total # of Students Impacted

Year 1: ~30,413  
Year 2: ~68,217  
Year 3: ~123,769



**INALI participants analyzing student data at the February 2016 Seminar.**

**IPLI ADVISORY BOARD:** By statute, the IPLI Advisory Board consists of eight members appointed by the president of Indiana State University and one member appointed by the State Superintendent of Public Instruction. Dr. Todd Bess serves as chairperson. The most recent Advisory Board meeting was held on January 20, 2017. The following chart identifies the mandated groups to be represented and the appointed individuals:

Groups	2013-2017 Board Members
State Superintendent appointment	Dr. Todd Bess, Executive Director, Indiana Association of School Principals, Indianapolis
Practicing public school principals	Michelle Lavin, Wadsworth Elementary School, Griffith Public Schools
Members of the General Assembly	The Honorable Carlin Yoder Indiana State Senator
Experts in administration, supervision, curriculum development, or evaluation who are members of the faculty of a state-supported university	Dr. Steve Gruenert, Department Chair, Indiana State University Department of Educational Leadership
Practicing school superintendents	Dr. Paul Kaiser, Superintendent, Beech Grove City Schools
Parents of public-school-age children	Nicole Law, Educational Consultant for the Leadership & Learning Center
Practicing public school teachers	Zachary Waggoner, Cedar Hall Community School
Members of the business or industry community	Rick Burger, Duke Energy, Terre Haute
Others:	Dr. John T. Coopman, Executive Director, Indiana Association of Public School Superintendents, Indianapolis Greg Goode, Government Relations Executive Director Indiana State University



**Cohort #3 principal, Candace Nortey and her two teacher-leaders from the Early Learning Center at Mary Castle present their action research projects on *Rigor Walks: The PD Hiding Right Under Your Nose* during the April 10, 2017, Showcase of Schools presentation.**

**PROJECTED BUDGET:**

DESCRIPTION	2017-2018	2018-2019
<b>Projected Expenditures:</b>		
<b>Personnel</b> <ul style="list-style-type: none"> <li>Salaries for Director, Program Coordinator, Student Workers</li> <li>Benefits for Director, Program Coordinator</li> </ul>	\$195,000	\$200,850
<b>Contracted Services</b> <ul style="list-style-type: none"> <li>Mentor stipends</li> <li>Speaker stipends</li> <li>Data collection and analysis</li> <li>Consultant stipends</li> </ul>	\$264,000	\$260,000
<b>Program Delivery Expenses</b> <ul style="list-style-type: none"> <li>Mentor travel reimbursement (seminars, site visits, regional meetings)</li> <li>IPLI personnel travel (seminars, regional meetings, conferences, association meetings)</li> <li>Speaker and consultant travel</li> <li>Postage</li> <li>Phone and fax lines</li> <li>Printing services</li> </ul>	\$75,000	\$73,150
<b>Other Services</b> <ul style="list-style-type: none"> <li>IASP memberships</li> <li>IASP conference registrations</li> <li>Food for seminars</li> <li>Seminar facility costs</li> </ul>	\$105,000	\$105,000
<b>Total Supplies</b>	\$20,000	\$20,000
<b>Expenditures Total</b>	<b>\$659,000</b>	<b>\$659,000</b>
<b>Projected Revenue:</b>		
<b>State Appropriation</b>	\$600,000	\$600,000
<b>District \$1,000/Principal (1 year only)</b>	\$59,000	\$59,000
<b>Revenue Total</b>	<b>\$659,000</b>	<b>\$659,000</b>

**INDIANA STATE UNIVERSITY IN-KIND CONTRIBUTIONS:** Indiana State University supports IPLI through its in-kind contributions. Four faculty members from the Department of Educational Leadership volunteer over 400 hours of time to serve on the IPLI Design Team and attend all IPLI activities. They have also assisted in the development of numerous resources to support Indiana principals and have presented at IPLI seminars for no charge.

Indiana State University provides office space for IPLI at no charge. IPLI's home is the Bayh College of Education. In addition, operational support, training of IPLI staff, and technology support including housing the website on the university server are provided as in-kind contributions.

## OVERVIEW OF IPLI TWO-YEAR PROGRAM:

## YEAR 1 — FOCUS ON THE PRINCIPAL

Month	Focus/Activities	Speakers
<b>July: 2 days</b>	2-Day Summer Seminar: <ul style="list-style-type: none"> <li>• Understanding action research</li> <li>• Leadership development</li> <li>• Regional focus-cohort meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Linda Marrs-Morford/Steve Gruenert: Overview of IPLI</li> <li>• Todd Whitaker - <i>What Great Principals Do Differently</i></li> <li>• Nancy Dana - Overview of Action Research &amp; Mini AR projects</li> <li>• Two Leadership Keynotes - TBD</li> </ul>
<b>August</b>	Regional Focus-Cohort Meetings: <ul style="list-style-type: none"> <li>• Share progress of mini AR projects</li> <li>• Hot topics/issues</li> </ul>	
<b>September</b>	Seminar - Focus on Principal as Instructional Leader: <ul style="list-style-type: none"> <li>• Leadership development</li> <li>• Building-level hot topic sessions</li> <li>• Regional focus-cohort meetings - start developing leadership AR project</li> </ul>	<ul style="list-style-type: none"> <li>• Annette Breau: <i>10-Minute Inservice</i></li> <li>• Leadership Keynote - TBD</li> </ul>
<b>October</b>	Regional Focus-Cohort Meetings: <ul style="list-style-type: none"> <li>• Continued development of leadership AR project</li> <li>• Hot topics/issues</li> </ul>	
<b>November</b>	Seminar - In conjunction with IASP Conference: <ul style="list-style-type: none"> <li>• Leadership development</li> <li>• Attendance at conference Sunday, Monday, and Tuesday</li> <li>• Regional focus-cohort meetings</li> </ul>	<ul style="list-style-type: none"> <li>• IASP Leadership Keynotes: Sunday, Monday, and Tuesday - TBD</li> <li>• Concurrent sessions: Monday and Tuesday</li> </ul>
<b>December</b>	No meetings	
<b>January</b>	Seminar - Focus on Principal as Instructional Leader: <ul style="list-style-type: none"> <li>• Leadership development</li> <li>• Progress update on individual leadership action research projects</li> <li>• Building-level hot topics</li> <li>• Regional focus-cohort meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership Keynote - TBD</li> </ul>
<b>February</b>	Regional Focus-Cohort Meetings: <ul style="list-style-type: none"> <li>• Progress report on individual leadership AR project</li> <li>• Hot topics / issues</li> </ul>	
<b>March</b>	Regional Focus-Cohort Meetings: <ul style="list-style-type: none"> <li>• Progress report on individual leadership AR project</li> <li>• Hot topics / issues</li> </ul>	



## YEAR 1 — FOCUS ON THE PRINCIPAL (Continued)

Month	Focus/Activities	Speakers
April	Seminar – Action Research Showcase: <ul style="list-style-type: none"> <li>• Leadership development</li> <li>• Understanding and shaping school culture</li> <li>• Each principal shares results of AR leadership project</li> <li>• Selecting teacher-leaders for Year 2</li> <li>• Building-level hot topic sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Nancy Dana - <i>AR Showcase Celebration</i></li> <li>• Linda Marrs-Morford: Overview of IPLI Year 2</li> <li>• Steve Gruenert - <i>School Culture</i> and selecting Year 2 teacher-leaders</li> </ul>
May or June	Regional Focus-Cohort Meetings: <ul style="list-style-type: none"> <li>• Selecting teacher-leaders for Year 2</li> <li>• Using AR as part of continuous learning cycle for school leaders</li> <li>• Hot topics / issues</li> </ul>	



South Ripley Elementary School Principal Amy Linkel and her teacher-leaders present *Developing a Positive School-Wide Culture with Lifelines* during the Cohort #3 Showcase of Schools on April 10, 2017.



## YEAR 2 — FOCUS ON THE SCHOOL

Month	Focus/Activities	Speakers
<b>July: 2 days</b>	Two-Day Summer Seminar: <ul style="list-style-type: none"> <li>• Leadership for school improvement - principal and teacher-leaders</li> <li>• Critical commitments to improve schools</li> <li>• Analyze Level 1 HRS™ data</li> <li>• Share AR projects with new cohort</li> <li>• Mini AR SIP project</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership Keynotes - TBD</li> <li>• Tammy Heflebower, Marzano Research, <i>The Journey to Becoming a Professional Learning Community - Safe and Collaborative Culture</i></li> </ul>
<b>August</b>	Regional Focus-Cohort Meetings: <ul style="list-style-type: none"> <li>• Progress report on team mini AR projects</li> <li>• Analyzing data for school improvement planning</li> <li>• Hot topics / issues</li> </ul>	
<b>September</b>	Seminar: <ul style="list-style-type: none"> <li>• Share results of mini AR SIP project</li> <li>• Critical commitments to improve schools</li> <li>• Analyze Level 2 HRS™ data</li> <li>• Development of AR SIP project</li> <li>• Building-level hot topic sessions</li> <li>• Regional focus-cohort meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Phil Warrick, Marzano Research, <i>The Journey to Becoming a Professional Learning Community - Ensuring Effective Teaching in Every Classroom</i></li> </ul>
<b>October</b>	Regional Focus-Cohort Meetings: <ul style="list-style-type: none"> <li>• SIP - Where do we start? Review critical commitments</li> <li>• Development of AR SIP project</li> <li>• Hot topics/issues</li> </ul>	
<b>November</b>	Seminar - In conjunction with IASP Conference: <ul style="list-style-type: none"> <li>• Leadership development</li> <li>• Attendance at conference Sunday, Monday, and Tuesday</li> <li>• Regional focus-cohort meetings</li> </ul>	<ul style="list-style-type: none"> <li>• IASP Leadership Keynotes: Sunday, Monday, and Tuesday - TBD</li> <li>• Concurrent sessions: Monday and Tuesday</li> </ul>
<b>December</b>	No Meetings	
<b>January</b>	Seminar: <ul style="list-style-type: none"> <li>• Critical commitments to improve schools</li> <li>• Analyze Level 3 HRS™ data</li> <li>• Share progress on AR SIP project</li> <li>• Building-level hot topic sessions</li> <li>• Regional focus-cohort meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Phil Warrick, Marzano Research, <i>The Journey to Becoming a Professional Learning Community - Guaranteed &amp; Viable Curriculum</i></li> </ul>

## YEAR 2 — FOCUS ON THE SCHOOL (Continued)

Month	Focus/Activities	Speakers
<b>February</b>	Regional focus-cohort meetings: <ul style="list-style-type: none"> <li>• Review progress of AR SIP project</li> <li>• Hot topics/issues</li> </ul>	
<b>March</b>	Regional focus-cohort meetings: <ul style="list-style-type: none"> <li>• Review progress of AR SIP project</li> <li>• SIP for next year</li> <li>• Hot topics/issues</li> </ul>	
<b>April</b>	Seminar: <ul style="list-style-type: none"> <li>• Leadership development</li> <li>• AR SIP Project Showcase</li> <li>• Graduation</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership Keynote - TBD</li> </ul>
<b>May or June</b>	Regional focus-cohort meetings: <ul style="list-style-type: none"> <li>• Bringing closure to IPLI</li> <li>• Celebration</li> <li>• Hot topics / issues</li> </ul>	

### In addition,

- Each year mentors will conduct two site visits to each principal's school - one in the fall and one in the spring.
- Mentors will maintain regular (weekly) communication with regional focus-cohort members.
- The IPLI website will be updated regularly to include resources for principals.
- IPLI will publish quarterly newsletters to provide information and resources for school leaders.
- IPLI will utilize various social media networks to communicate, develop professional networking, and provide resources for school leaders.
- IPLI will provide information about state and national professional development opportunities available to Indiana educators.



**IPLI Mentors meet prior to each seminar to discuss possible improvements to the program.**

**OVERALL RESULTS:** Early data substantiates IPLI's dramatic impact on school administrators, both personally and professionally, and their schools. Appendices A-D provide the following detailed data reports:

- IPLI Cohort #3 2016-2017 Seminar Exit Survey Results (Appendix A)
- IPLI Cohort #4 2016-2017 Seminar Exit Survey Results (Appendix B)
- IPLI Cohort #3 End of Program Exit Survey Results (Appendix C)
- IPLI Cohort #3 Superintendent Survey Results (Appendix D)

The following table summarizes key results from IPLI Cohort #1, Cohort #2, and Cohort #3 Program Exit Surveys. Survey ratings and comments from every seminar and program exit survey have been used to make improvements to the program. Superintendents are stating that IPLI is having a significant impact on the leadership capacity of their principals. One-hundred percent of principals and 97% of superintendents would recommend the program to their respective colleagues. Several principals indicated that IPLI was the best professional development experience they have had in their careers. See Appendices A-D for additional comments from superintendents, IPLI graduates, and current participants.

IPLI COHORT PRINCIPALS' RATINGS (Cohorts 1-3)			
Survey Item	Cohorts #1 & #2	Cohort #3	Combined Ratings
Value of Overall Experience	8.90 out of 10	9.49 out of 10	9.10 out of 10
Overall Seminar Rating	8.50 out of 10	8.76 out of 10	8.58 out of 10
Value of Monthly regional focus-cohort meetings	8.07 out of 10	8.79 out of 10	8.31 out of 10
Value of the action research projects	8.04 out of 10	8.93 out of 10	8.34 out of 10
Value of including two teachers in Year 2	8.47 out of 10	9.4 out of 10	8.78 out of 10
Value of using the High Reliability Schools Framework in Year 2	8.30 out of 10	8.85 out of 10	8.48 out of 10
Quality of the mentoring relationship	4.57 out of 5	4.56 out of 5	4.57 out of 5
Would recommend IPLI to other principals	100% Yes	100% Yes	100% Yes

**Dr. Jim Knight presented *Unmistakable Impact: A Partnership Approach for Dramatically Improving Instruction* to over 200 educators during the January 2017 Cohort #4 seminar.**



IPLI SUPERINTENDENTS' RATINGS (Cohorts 1-3)			
Survey Item	Cohort #1 & #2	Cohort #3	Combined Ratings
Did the leadership capacity of your principal increase as a result of IPLI?	91.5% Yes	100% Yes	94.3% Yes
Impact of the IPLI seminars	8.60 out of 10	7.83 out of 10	8.34 out of 10
Impact of the mentoring provided	8.29 out of 10	7.92 out of 10	8.16 out of 10
Impact of the monthly regional focus-cohort meetings	8.38 out of 10	7.50 out of 10	8.09 out of 10
Value of including two teachers in Year 2	8.19 out of 10	8.43 out of 10	8.27 out of 10
Value of using the High Reliability Framework in Year 2	8.25 out of 10	8.46 out of 10	8.32 out of 10
Would encourage other superintendents to provide the opportunity for their principal to participate in IPLI	100% Yes	92% Yes	97% Yes

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 three years are not usable for comparison purposes. It is our intent to maintain our relationships with IPLI principals and schools after completion of the program and continue to collect longitudinal student achievement data.

**MOVING FORWARD:** As previously stated, IPLI is an action research project focused on the question, "What is the best professional development to help principals increase their leadership capacities (Year 1) and the learning capacities of their schools (Year 2)?" Feedback from participants and superintendents allows IPLI to continuously tweak the program to improve effectiveness. For example, several IPLI Cohort #2 principals recommended teams receive their High Reliability Schools™ Level 1 Survey Data before attending the IPLI Summer Seminar. By doing so, principal/teacher teams would have their data to analyze during the HRS session. This recommendation was implemented for Cohort #3 and resulted in teams being able to have more meaningful conversations about specific strengths and needed improvements for their schools.

Participants have also commented that they would like to somehow stay engaged with IPLI after completion of the program. Although graduates continue to receive the *IPLI Newsletter* and have access to online resources, this year IPLI explored other means of engagement. For example, at the January 24, 2017, Cohort #4 Seminar, IPLI graduates were invited to attend the leadership keynote with Dr. Jim Knight – *Unmistakable Impact: A Partnership Approach for Dramatically Improving Instruction*. Over 100 graduates and their staff members attended the seminar. This summer, graduates will be invited to join Cohort #4 and #5 to hear Dr. Pedro Noguera – *Excellence through Equity* present on Wednesday, July 12, 2017.



## MOVING FORWARD (Continued):

IPLI continues to seek additional ways to support principals in struggling schools. Feedback from our mentors indicated that further assistance was needed in these schools. This spring, IPLI is piloting a program with two schools to provide additional one-on-one and onsite coaching for these principals. Based on the results of this pilot, IPLI will evaluate the effectiveness and possible continuation of the program through alternative funding.

The IPLI Director and Design Team continue to share the work of IPLI through conference presentations and publications. Ten IPLI principals presented their research at the 2016 Indiana Association of School Principals Fall Professionals Conference. Proposals to present Cohort #3 team research and Cohort #4 individual research at the 2017 IASP Fall Professionals Conference have been submitted.

IPLI Cohort #2 Graduate Sandra Wood, IPLI Cohort #2 and #4 Mentor Dr. Bobbie Jo Monahan, and IPLI Design Team Member Dr. Terry McDaniel shared information about the research being conducted by IPLI principals and teams at the 40<sup>th</sup> Annual Conference of the Eastern Education Research Association, in Richmond, VA, February 22-25, 2017. In their presentation - *Creating a Mindset for Action Research: Living Action Research through the Indiana Principal Leadership Institute*, Sandra shared her personal IPLI journey and how the action research process continues to impact her leadership and school.

This spring, "Teaching Principals to be Action Researchers: The Indiana Principal Leadership Institute Coaching Model" by Dr. Nancy Dana, Dr. Linda Marrs-Morford, Dr. Shelley Roberts, and Cohort #2 Principal Kelly Laffoon will be published in the *Journal of Practitioner Research*. In addition, IPLI continues to work with other state leaders through the School Leaders Collaborative which includes representatives from the Indiana, Illinois, Missouri, Washington, and Wisconsin principals' associations to develop a system of support for principals and their leadership team members.

Indiana is a leader in innovative support for principals and their schools. The support our school leaders are receiving is invaluable, as the comments from our participants indicate. IPLI continues to grow, and the vision provided by the General Assembly is being realized and expanding. Here at IPLI, we are looking forward to another great year of learning!



**Sixty-five principals and 11 mentors began their IPLI journey at the Summer 2016 Seminar.**

## INDIANA NEW ADMINISTRATOR LEADERSHIP INSTITUTE (INALI):

Recognizing the need for support and professional development for new school administrators, in 2014, IPLI, the Indiana Association of School Principals (IASP), and the Indiana Association of Public School Superintendents ( IAPSS) partnered to create the Indiana New Administrator Leadership Institute (INALI). Modeled after IPLI, INALI is funded through corporation contributions, grants, and IASP support. Since its inception, over 168 new administrators have received the knowledge, skills, and mentoring they need to be successful leaders. In July, INALI will begin its fourth cohort.

### OVERVIEW OF INDIANA NEW ADMINISTRATOR LEADERSHIP INSTITUTE (INALI) TWO-YEAR PROGRAM:

Year 1			Year 2		
Month	Activities		Month	Activities	
<b>July: 2 days</b>	INALI New Administrator Workshop Evaluation Training		<b>July: 1 day</b>	INALI New Administrator Workshop Evaluation Training	
<b>August</b>	Regional Meetings		<b>August</b>	Regional Meetings	
<b>September</b>	INALI Seminar		<b>September</b>	INALI Seminar	
<b>October</b>	Regional Meetings		<b>October</b>	Regional Meetings	
<b>November</b>	IASP Assistant Principals/Deans Conference or IASP Principals Conference		<b>November</b>	IASP Assistant Principals/Deans Conference or IASP Principals Conference	
<b>December</b>	No Meetings		<b>December</b>	No Meetings	
<b>January</b>	Regional Meetings		<b>January</b>	Regional Meetings	
<b>February</b>	INALI Seminar		<b>February</b>	INALI Seminar & Graduation	
<b>March</b>	Regional Meetings		<b>March</b>	Regional Meetings	
<b>April</b>	Regional Meetings		<b>April</b>	Regional Meetings	
<b>May/June</b>	Regional Meetings		<b>May/June</b>	Regional Meetings	
			<b>July-June</b>	Personalized Professional Development Plan*	
<p>*In Year 2 of INALI, mentors work with participants to create a personalized professional development plan to meet the 45 required hours for 45 Professional Growth Plan (PGP) points needed for IMAP. This plan includes 18 hours for attendance at seminars, 15 hours allotted for attendance at regional meetings, and two site visits conducted by the mentors.</p>					



## INALI OVERVIEW (Continued):

### In addition,

- Each year mentors will conduct two site visits to each new administrator's school; one in the fall and one in the spring.
- Mentors will maintain regular (weekly) communication with regional focus-cohort members.
- The IPLI website will be updated regularly to include resources for new administrators.
- IPLI will publish quarterly newsletters to provide information and resources for school leaders.
- IPLI will utilize various social media networks to communicate, develop professional networking, and provide resources for school leaders.
- IPLI will provide information about state and national professional development opportunities available to Indiana educators.

### INALI BENEFITS OF PARTICIPATION: Participation in INALI includes the following benefits:

- **2 years of membership in IASP;**
- **2 years of state conference attendance;**
- **2 years of professional development seminars in Indianapolis (July, September, February);**
- **2 years of mentoring by a retired or practicing administrator;**
- **2 years of regional cohort meetings with a mentor and regional group;**
- **One-on-one school visits by a mentor (fall and spring of each year);**
- **2 years of membership in Ed Leaders Network: An on-demand, online, professional development site to enhance educational leadership; and**
- **45 PGP for each year of participation. Completion of INALI fulfills IMAP requirements.**

**INALI OVERALL RESULTS:** Early data substantiates INALI's dramatic impact on school administrators, both personally and professionally, and their schools. Appendices E-G provide the following detailed data reports:

- INALI Cohort #3 Seminar Exit Survey Results (Appendix E)
- INALI Cohort #3 End of First Year Survey Results (Appendix F)
- INALI Cohort #2 End of Program Exit Survey Results (Appendix G)

INALI COHORT #2 END OF PROGRAM RESULTS	
Survey Item	Rating
How would you rate the value of your regional cohort meetings?	4.12 out of 5
How would you rate the value of the onsite seminars?	4.0 out of 5
How would you rate the value of your mentor?	4.65 out of 5

## INALI OVERALL RESULTS (Continued):

INALI Cohort #3 began the program in July of 2016. Their end-of-year-one program survey results were extremely positive as reflected in the following summary chart.

INALI COHORT #3 END OF YEAR ONE PROGRAM SURVEY RATINGS	
Survey Items	Results
How would you rate the value of your regional cohort meetings?	4.48 out of 5
How would you rate the value of onsite programming (seminars)?	4.18 out of 5
How would you rate the value of your mentor?	4.78 out of 5

**MOVING FORWARD:** Based on the feedback from INALI participants, INALI continues to evolve. For example, originally in Year 2 of INALI, participants had the option of attending the year-one seminars along with the new cohort. Participants recommended adding seminars targeted specifically for year-two participants. As a result, Year 2 of Cohort #4 will include seminars focused on the needs of second-year new administrators.

Funding for INALI continues to be an issue, and INALI is exploring grants and other funding opportunities to secure additional resources for our new administrators. As indicated in the exit surveys, INALI participants highly value the support being provided, and the program continues to grow despite the limited resources. Together, INALI and IPLI are providing a system of support for school administrators to enable them to lead highly effective schools.



The INALI Cohort #2 graduation was held on February 7, 2017.



# APPENDIX

## A

### *IPLI Cohort #3*

### *2016-2017 Seminar Exit Survey Results*

## IPLI COHORT #3 2016-2017 SEMINAR EXIT SURVEY RESULTS:

Activity	Overall Seminar Rating	Comments from Exit Surveys
<b>Summer Seminar July 13-14, 2016</b>		<p><b><u>Overall Takeaways:</u></b></p> <ul style="list-style-type: none"> <li><i>The inspirations from the speakers. But most importantly, sharing a journey w/ my teachers. That is AWESOME!</i></li> <li><i>Though I've taught for 34 years, I learned how much I can still improve, especially in terms of collaboration. The speakers were some of the best I've ever heard.</i></li> </ul> <p><b><u>From Rick Wormeli - What We Can Do When We Are Brave Together:</u></b></p> <ul style="list-style-type: none"> <li><i>Failing: First attempt at learning.</i></li> <li><i>I left with several things to think about and discuss with my plan team after his presentation. He was entertaining but made you really think about your practices.</i></li> <li><i>Rick challenged my thinking in many ways, and I will implement the skills and strategies that I believe will benefit my students the most.</i></li> </ul> <p><b><u>From Dave Weber - Sticks &amp; Stones Exposed: The Truth Behind Words &amp; Relationships:</u></b></p> <ul style="list-style-type: none"> <li><i>Reiterated the importance of relationships and communication as an educator.</i></li> <li><i>The seven ME's ... really struck a nerve. I will be more conscientious about how I work with others and look at myself as a result of the presentation.</i></li> <li><i>One of the best speakers I have ever heard. Dynamic presentation with a new fresh message.</i></li> <li><i>Easily the best and most relevant presentation. Everything he said went right to the heart of what we do every day.</i></li> <li><i>Often, I don't think enough consideration is put into the messages we send students...those that are spoken as well as those that are not. Our students can read us, and often it's the unspoken words that can do the most damage. Culture and climate are a reflection of relationships...something to consider if change is the desired outcome... Loved the simple message!</i></li> </ul> <p><b><u>From Tammy Heflebower - The Journey to Becoming a Professional Learning Community:</u></b></p> <ul style="list-style-type: none"> <li><i>Focus on more collaborative teaching -teachers learning from teachers.</i></li> <li><i>We need to work on classroom assessments and data-driven discussions.</i></li> <li><i>[Identifying] Non-negotiables.</i></li> <li><i>Looking at ways to create productive PLCs.</i></li> <li><i>Establishing PLCs.</i></li> <li><i>PLC- Creating norms and holding them accountable.</i></li> <li><i>Norms activity.</i></li> <li><i>Marzano list of 50 factors to influence a child's education.</i></li> <li><i>We need to implement norms to move our PLC forward, and we have a lot of work in the three levels first before moving forward!</i></li> </ul>
<b>Principals</b>	8.96/10 (great impact)	
<b>Teachers</b>	8.63/10 (great impact)	



## IPLI COHORT #3 2016-2017 SEMINAR EXIT SURVEY RESULTS (Continued):

Activity	Comments from Exit Surveys
<b>Summer Seminar July 13-14, 2016 (Continued)</b>	<p><b><u>Takeaways - One thing I will take away from this seminar and immediately use in my school:</u></b></p> <ul style="list-style-type: none"> <li>• Focus on more collaborative teaching - teachers learning from teachers.</li> <li>• Relationships...we will really be focusing on relationships this year at my school (staff, students, and community).</li> <li>• PLC- creating norms and holding them accountable.</li> <li>• The power of words!</li> <li>• Norm setting, getting to know you, and the 7 MEs.</li> <li>• PLCs are commonplace at my school, but there were a lot of great ideas that I found will help improve our process. Also, there is some team building that needs to happen and the survey helped us to start a plan of action.</li> </ul>



At IPLI Seminars, principals have an opportunity to engage in small group discussions with their colleagues from around the state.

## IPLI COHORT #3 2016-2017 SEMINAR EXIT SURVEY RESULTS (Continued):

Activity	Overall Seminar Rating	Comments from Exit Surveys
Seminar September 26, 2016		<p><b><u>Overall:</u></b></p> <ul style="list-style-type: none"> <li>THANK YOU for all you do!! I can't tell you how much this has helped me become a better leader and has helped with conversations with my teacher-leaders!</li> <li>I'm so thrilled my teacher-leaders got to see Annette Breaux! Thank you so much for that experience. They have already tried some of her strategies and began sharing them with others in our building. Thank you so much!</li> <li>This is Awesome PD for me and my teachers. My teachers thanked me yesterday for selecting them to be a part of this wonderful process.</li> <li>The seminar was eye opening and just what our school needs to help empower teachers to continue to improve their pedagogy.</li> </ul> <p><b><u>From Phil Warrick - The Journey to Becoming a Professional Learning Community - Effective Teaching in Every Classroom:</u></b></p> <ul style="list-style-type: none"> <li>This was the best one yet. I felt like it was practical and gave me a clear vision on steps I can take to better lead my school to become better than it is today.</li> <li>The information about our data was wonderful and created great learning opportunities and discussions with our teachers!</li> <li>I appreciated the time and the assistance with looking over our data.</li> <li>It was outstanding and thought-provoking. I have a number of ideas that I can implement this year. I really appreciated how he explained that 2.1 is first and most important with the others following.</li> <li>All of the different examples you've shared from other schools really give me some ideas of starting points and gave me ideas for how to fit it into our school.</li> <li>Setting up clear expectations - what to see/not see in the classroom.</li> <li>The establishment of a common instructional model is something I am excited to take on.</li> <li>Instructional rounds in the way he defined with group feedback shared with the teacher.</li> <li>Instructional planning and rounds.</li> <li>The written document outlining our instruction is something we must do. Having teachers set goals based on the written doc will be powerful, and arranging peer observations will give us great traction. We will include these items in our three-year plan for school improvement.</li> </ul> <p><b><u>From Annette Breaux (teachers only) - How to Impact Student Achievement and Behavior:</u></b></p> <ul style="list-style-type: none"> <li>Annette was full of energy, and she was passionate about her topic. She gave some excellent advice on how to work with students in an effective, positive way. I realized that the way I work with my kids is supported by Annette's approach, and I also was reminded of the things that I shouldn't allow in my classroom...like sarcasm.</li> </ul>
Principals	8.82/10 (great impact)	
Teachers	8.50/10 (great impact)	



## IPLI COHORT #3 2016-2017 SEMINAR EXIT SURVEY RESULTS (Continued):

Activity	Comments from Exit Surveys
<b>Seminar September 26, 2016 (Continued)</b>	<p><b><u>From Annette Breaux (teachers only) - How to Impact Student Achievement and Behavior (Continued):</u></b></p> <ul style="list-style-type: none"> <li>• Re-emphasized how important culture, relationships, interpersonal skills are. Re-emphasized how making changes don't have to be hard, time-consuming or cost money. Rather, creating enthusiastic environment and caring relationships can go a long way to improve behavior and achievement. For me, connected with Level 1 of HRS.</li> <li>• Being positive!</li> </ul> <p><b><u>Takeaways - One thing I will take away from this seminar and immediately use in my school:</u></b></p> <ul style="list-style-type: none"> <li>• Setting up clear expectations what to see/not see in the classroom.</li> <li>• Involving the staff in creating an instructional plan for our school.</li> <li>• Instructional rounds in the way he defined with group feedback shared with the teacher.</li> <li>• Going to start a Highlight Board in the staff room - putting up picture of great instruction happening around the building. The first thing my school leader team will do is develop a chart from 2.1 of instructional practices.</li> <li>• Instructional rounds are very interesting to me. I believe we will be finding a way to incorporate these. Also, during building level discussions, I heard about a new way to complete PT conferences. This is something we will be moving toward in the future.</li> <li>• We need to meet with leadership team and come up with schoolwide classroom strategies.</li> <li>• I've got to do a better job of making my vision and our vision out there for all to know!</li> <li>• Annette's 5 tips. I have a very difficult class this year, and I have been letting them get to me. I am excited to go in tomorrow with a new mindset and try all of her tips!</li> <li>• Importance of always being positive and smiling when dealing with kids, even when you're not feeling it.</li> <li>• The first thing I am going to do is do a better job at greeting my students! I am going to create a personal professional goal for myself and post it for my kids to see and help hold me accountable. I am also going to share some things with my colleagues! I am also going to thank my principal for her faith in me as a teacher leader!</li> </ul>
<b>Seminar November 21, 2016 (in conjunction with IASP Fall Conference)</b>	<p>Based on feedback from our principals, this year IPLI did not conduct a structured afternoon session for our participants. Instead, regional focus-cohorts met for 90 minutes during the lunch break to work on their action research projects. This allowed principals to attend more conference sessions focused on their individual needs during the afternoon.</p>

## IPLI COHORT #3 2016-2017 SEMINAR EXIT SURVEY RESULTS (Continued):

Activity	Overall Seminar	Comments from Exit Surveys
Seminar January 23, 2017		<p><b><u>Overall:</u></b></p> <ul style="list-style-type: none"> <li>I left having so many ideas and a comprehensive plan of where we can go next as a staff. This is in addition to the initial implementation pieces from the first two levels.</li> <li>Today's seminar provided a valuable education for educators and their leaders! The presenter gave many wonderful instructional tools that could be readily and easily implemented to improve student learning and success. This was my favorite seminar session so far!</li> </ul> <p><b><u>From Phil Warrick - The Journey to Becoming a Professional Learning Community - Effective Teaching in Every Classroom:</u></b></p> <ul style="list-style-type: none"> <li>Very helpful in understanding the important pieces needed to ensure guaranteed and viable curriculum!</li> <li>Again, it seemed to focus so much on vocabulary and not overall guaranteed viable curriculum aspects.</li> <li>Phil is phenomenal. He is engaging. I really enjoy the 1-5 minute share times. He gave us an unbelievable amount of great resources.</li> <li>I LOVED this. Felt validated in some areas and was able to identify what we need to do and where we need to go next.</li> <li>I felt the presentation of the material for Level 3 was much more engaging than Level 2. The teachers had a greater level of interest. This time had more movement, more discussion, and more applicable items. Overall, a much better PD.</li> </ul> <p><b><u>Takeaways - One thing I will take away from this seminar and immediately use in my school:</u></b></p> <ul style="list-style-type: none"> <li>Phil's specific examples from schools that he has worked with to improve achievement are very effective and helpful to seeing how these best practice ideas can be implemented.</li> <li>1. Identification of priority standards, 2. Priority words, 3. Improvement assessment analysis frequency (classroom level).</li> <li>I am not sure that the seminar is exactly what needs to be improved, but I am not sure at the end of the process how much my school would be improved. My academic setting is unique and unlike many other programs around the state. So my school would most benefit by having a team come and research us then help implement strategies or teaching me new leadership techniques to get the staff more engaged. When I only walk away with 2-3 ways to improve my school and not substantially improve recruitment and training of my staff, it becomes a frustrated allotment of time.</li> <li>The information is relevant and useful. We have really been able to use the things we've learned to make meaningful changes, adjustments, etc.</li> <li>Vocabulary development based on the new Learning Standards with a career and college readiness purpose too.</li> </ul>
Principals	8.58/10 (great impact)	
Teachers	8.50/10 (great impact)	

## IPLI COHORT #3 2016-2017 SEMINAR EXIT SURVEY RESULTS (Continued):

Activity	Overall Seminar	Comments from Exit Surveys
Seminar January 23, 2017 (Continued)		<p><b><u>Takeaways - One thing I will take away from this seminar and immediately use in my school (Continued):</u></b></p> <ul style="list-style-type: none"> <li>• I'm already going to use the "Talk a Mile a Minute" with my students today! :) We have a meeting scheduled with a team of teachers and administrators to lay the groundwork for prioritizing standards.</li> <li>• We have already laid out the PD for the rest of our year with the focus being on the priority standards and teaching vocabulary.</li> <li>• Power standards and how they can positively impact (and give back) instruction time.</li> <li>• Prioritizing the standards and creating guaranteed vocabulary per grade level will be implemented in my building.</li> <li>• Data Wall implementation, and vocab instruction (guaranteed).</li> </ul>
Seminar April 10, 2017		<p><b><u>Overall:</u></b></p> <ul style="list-style-type: none"> <li>• So well organized down to every detail!</li> <li>• I didn't get as much from the speaker this time around, but the showcases were a wonderful way to learn from each other.</li> <li>• Dr. Muhammad was more than inspirational; he was exhilarating and his content was much appreciated.</li> </ul>
Principals	9.0/10 (great impact)	<ul style="list-style-type: none"> <li>• The quality of the seminars is always of a high caliber.</li> <li>• Loved the sharing of the action research. We gained many ideas to use right away. Loved Dr. Muhammad!</li> <li>• Loved how superintendents were invited!</li> <li>• The Showcase of action research assisted me in learning additional strategies to problem solve and learn ways to continue to grow our learning community.</li> <li>• It was great to see the end product of the principals and teachers action research. There were a lot of great ideas that I will try in my building.</li> <li>• Very valuable, sometimes we get stagnant; the seminar refreshed and rejuvenated the belief in the role teachers play and the possibilities for continued improvement.</li> <li>• The graduation was phenomenal! All of the special touches made this so amazing for our principals. The presenter wasn't as good as the others we have had a chance to work with. Thank you so much for putting together such a special experience. The tips/info/experience has been career changing.</li> <li>• I enjoyed the presenters at each conference. I feel that I learned so much about my own teaching techniques and about the approach my school needs to take to meet the needs of our kids. I also learned so much during our action research. It is great to see our work be put into action.</li> <li>• It was helpful to see the different action research taking place in schools. It was helpful to be able to ask questions and hear of the successes and challenges when implementing a focus. It might be nice to have a handout to view the slides when it was difficult to see them from a computer.</li> </ul>
Teachers	8.53/10 (great impact)	

## IPLI COHORT #3 2016-2017 SEMINAR EXIT SURVEY RESULTS (Continued):

Activity	Comments from Exit Surveys
Seminar April 10, 2017 (Continued)	<p><b><u>From Anthony Muhammad - Overcoming the Achievement Gap Trap: Liberating Mindsets to Effect Change:</u></b></p> <ul style="list-style-type: none"> <li>• Asking the question "Do we, as educators in the school, blame underperforming students or strategize to serve them better?"</li> <li>• Absolutely outstanding...addressed many issues and beliefs.... created needed self-reflection. Excellent and relevant.</li> <li>• I loved the challenging thinking, but it is very difficult for me to relate because of the very different demographics of my school. His message, however, can be applied to all students, and I value that inspiration.</li> <li>• One word.... Phenomenal!</li> <li>• I enjoyed his presentation because he spoke about topics that can be difficult to discuss or accept that there are problems.</li> <li>• He tells it like it is. His voice needs to be heard. Thanks for bringing him here.</li> <li>• So much information in so little time. I would have liked more time to breakdown how we can address the issues he brought up.</li> </ul> <p><b><u>Takeaways - One thing I will take away from this seminar and immediately use in my school:</u></b></p> <ul style="list-style-type: none"> <li>• The time with my teachers allowed for us to talk about our next steps. We also were able to listen to some showcases that seem to be about our next steps. So, setting professional goals and using our data to provide meaningful PD would be what we are going to focus on next.</li> <li>• Keep moving forward!!</li> <li>• I will take away the fact that action research projects are worth the time and effort to do with your staff.</li> <li>• Narrowing the items on our instrumental framework and then going deeper into what we focus on with teachers establishing goals.</li> <li>• I will continue to remember how important it is to DO SOMETHING toward the betterment of my students, my colleagues, and my school. I hope to continue to support the understanding and development of PLC's to continue to move us forward.</li> </ul>



**Anthony Muhammad was a keynote speaker during the Cohort #3 April 10, 2017, seminar.**



# APPENDIX

## B

*IPLI Cohort #4*

*2016-2017 Seminar Exit Survey Results*

## IPLI COHORT #4 2016-2017 SEMINAR EXIT SURVEY RESULTS:

Activity	Overall Seminar	Comments from Exit Surveys
<b>Summer Seminar July 12-13, 2016</b>		<b><u>Overall:</u></b> <ul style="list-style-type: none"> <li>• I really appreciated the quality of the presenters and their messages. It was very inspiring.</li> <li>• Loved it! I am already on my way to being a better leader/principal!</li> <li>• Best PD I've had as a principal.</li> <li>• I thoroughly enjoyed the seminar. I was itching for professional development in my administrative role, and this has filled my cup.</li> <li>• The keynote speakers were amazing! They definitely made me reflect on my practices and think about changes I may need to make to become a better leader.</li> <li>• Overall - one of the best professional development experiences that I have had. I want to note that both after lunch speakers did an excellent job of keeping attention and providing useful information in this hard to keep the audience focused time.</li> <li>• Wonderful! Engaging and relevant content! I wish I have an eidetic memory! I would have liked a little more time to process after each speaker to move the info from short-term to long-term memory. I don't want to forget any of it! Thank you so much for this opportunity to grow, learn, and refresh!</li> <li>• Can't find better PD for administrators. It can be a lonely world at times.</li> <li>• Very thought provoking. Very well organized. I wish there was scheduled time to simply discuss the presenters and reflect on everything that was shared. It was all very useful and meaningful information.</li> <li>• The presenters were fantastic. They were engaging and educational. I liked networking with my group as well as the people who were similar to me in the bus activity.</li> <li>• I felt honored and humbled. These amazing individuals were there just to talk to me and teach me. It has already been life changing and it has only just begun. Love my regional group.</li> </ul>
Principals	9.49/10 (great impact)	<b><u>From Todd Whitaker - What Great Principals Do Differently:</u></b> <ul style="list-style-type: none"> <li>• Todd is always inspiring and reminds me to focus on the things that really make the difference between average and great.</li> <li>• Todd empowers principals to empower teachers and staff.</li> <li>• I need to listen to him every year before school starts. He is great.</li> <li>• I've heard Todd speak several times. Although I enjoy his humor, I didn't get as much from his presentation as I did the other speakers.</li> </ul> <b><u>From Nancy Dana - The Power &amp; Passion of Inquiry:</u></b> <ul style="list-style-type: none"> <li>• Nancy did a great job of outlining the process we will follow. Full of energy and conviction.</li> <li>• Helped make AR less intimidating.</li> <li>• Nancy's presentation and content, while not as entertaining as others, will likely have the greatest impact on my transformation as a leader. I am excited to delve into her book.</li> </ul>



## IPLI COHORT #4 2016-2017 SEMINAR EXIT SURVEY RESULTS (Continued):

Activity	Comments from Exit Surveys
<p><b>Summer Seminar July 12-13, 2016 (Continued)</b></p>	<p><b><u>From Nancy Dana - The Power &amp; Passion of Inquiry (Continued):</u></b></p> <ul style="list-style-type: none"> <li>Nancy's presentation was very informative. It gave me insight into how I can improve myself and others through research. She really made me think about my leadership capacity and how to improve.</li> <li>I am looking forward to learning more on how to conduct quality AR. I think she did a great job of laying the groundwork in a way that was not overwhelming.</li> <li>This was a new area of learning for me, and Nancy was very engaging!!</li> </ul> <p><b><u>From Terry McDaniel - Practical &amp; Motivational Tips for Principals:</u></b></p> <ul style="list-style-type: none"> <li>I love Hattie's work. It was great to hear him share his perspectives.</li> <li>Terry made me think about what makes the most impact in our schools pedagogically. He was engaging and passionate about helping us think about these processes.</li> <li>Very practical and can be applied.</li> </ul> <p><b><u>From Rick Wormeli - What We Can Do When We Are Brave Together:</u></b></p> <ul style="list-style-type: none"> <li>He pushed me outside my comfort zone and made me think outside the box. I loved him!</li> <li>I found Rick to be a "think outside of the box" and "come back to reality" presenter. I loved many of the perspectives he discussed. I will always remember that FAIL means "First Attempt In Learning."</li> <li>Wow! Rick's presentation reminded me of who I am as an educator. He stripped away all of the layers of institutional bureaucracy, and his focus on good pedagogy was refreshing. His hilarious presentation style kept everyone engaged for the entire duration. I'll never look at Sound of Music the same again!</li> <li>Very probably the best I have ever seen. Would do anything to have all of our teachers hear him speak. So real world and powerful. Funny, inspiring and real!</li> <li>This session gave me many ideas of how to inspire our teachers to work together towards a common vision.</li> </ul> <p><b><u>From Dave Weber - Sticks &amp; Stones Exposed: The Truth Behind Words &amp; Relationships:</u></b></p> <ul style="list-style-type: none"> <li>Great message - not one often fleshed out or covered.</li> <li>By far the best "after lunch" presentation that I have seen. Terrific energy and really useful and thought provoking ideas.</li> <li>He spoke the truth...we all need this reminder. So many of us forget that if we focus on valuing and appreciating people &amp; community, the rest takes care of itself.</li> <li>Going in I was skeptical of the material, but Dave was superb. His message was entertaining but also poignant and meaningful as well.</li> <li>This session enlightened me on how we should treat our students and each other as a staff.</li> </ul>

## IPLI COHORT #4 2016-2017 SEMINAR EXIT SURVEY RESULTS (Continued):

Activity	Overall Seminar Rating	Comments from Exit Surveys
Summer Seminar July 12-13, 2016 (Continued)		<p><b><u>Takeaways - One thing I will take away from this seminar and immediately use in my school:</u></b></p> <ul style="list-style-type: none"> <li>• Time to address some of the staff members who need addressing to help the culture in our building.</li> <li>• I focus so much on data and getting scores up, but it isn't the curriculum that I need to focus on first - it's the relationships in the school. Culture and climate must be in place first.</li> <li>• I have a list of things that I'm going to take back and use. The first step is how I'm going to design the first teacher day to build relationships and build our positive culture with new teachers.</li> <li>• Never argue. Never yell. Never use sarcasm. Very impactful.</li> <li>• The importance of focusing on relationships and how my attitude and mood can directly effect both the students and staff.</li> <li>• Every word matters, every day. F.A.I.L. - First Attempt In Learning, Mr. Weber's the 7 MEs.</li> <li>• I have to take care of myself in order to be able to take care of my building. Still working on how.....</li> <li>• A shift in thinking regarding grading.</li> <li>• A reenergized focus on building positive relationships with all stakeholders.</li> </ul>
Seminar September 27, 2016		<p><b><u>Overall:</u></b></p> <ul style="list-style-type: none"> <li>• Having quality known speakers is so great! I learned a lot from both. I did start some things based off of the ideas I gleaned from both speakers and other principals:).</li> <li>• Excellent speakers! I just love the collaboration. You can't find anything better in the state of Indiana.</li> <li>• I was able to bring back information that I could use right away.</li> <li>• This day was packed full of excellent speakers, discussion, collaboration, and networking.</li> <li>• I really enjoyed the opportunity to meet with the building-level groups and see ideas and thoughts coming from others around the state at my level.</li> <li>• We were given some practical approaches to leadership that we could implement immediately. I liked the opportunity to share with those other administrators at my grade level.</li> <li>• Both keynote speakers were fantastic today. The agenda provided time for us to network with both our regional cohort groups and building-level colleagues. I like that we do a working lunch in order to get the most out of the experience. There was no wasted time. Well done! I learned a lot and had a great day.</li> <li>• Effectively using social media is one of my main goals this school year. The session that exposed our group to the purpose and various uses of specific social media tools. It connected me to vital information that will help brand Thea Bowman Leadership Academy.</li> </ul>
Principals	9.05/10 (great impact)	

## IPLI COHORT #4 2016-2017 SEMINAR EXIT SURVEY RESULTS (Continued):

Activity	Comments from Exit Surveys
<b>Seminar September 27, 2016 (Continued)</b>	<p><b><u>From Annette Breaux - The 10-Minute Inservice:</u></b></p> <ul style="list-style-type: none"> <li>• <i>Awesome presentation...useful "take back and implement" now information.</i></li> <li>• <i>Annette was superb! The information I took from her presentation was exactly what I look for in good professional development. Ideas to take back to my school!</i></li> <li>• <i>Many great ideas I want to work with my staff on a positive attitude. Moving my teachers to the "3."</i></li> <li>• <i>Can't wait to get her to my school and begin implementing some of the inservices.</i></li> <li>• <i>Engaging, fun, spirited. Great way to flip our meetings!</i></li> <li>• <i>There is so much to teach and learn when leaders are trying to create an environment of high expectations. Annette's positive approach to professional development and creating a culture of effectiveness was enlightening and very doable.</i></li> </ul> <p><b><u>From Tony Sinanis - Lead Learners Who Tell Their Schools' Stories</u></b></p> <ul style="list-style-type: none"> <li>• <i>Build social capital!!!!!! I will invest necessary time for this in our community and school.</i></li> <li>• <i>Demonstrated simple ways to use social media to get the message out about your school. Worthwhile information.</i></li> <li>• <i>Gave some great ideas on using social media to help market schools.</i></li> <li>• <i>He was good. I have his <u>Hacking Leadership</u> book. Think that will be a fall break read for me.</i></li> <li>• <i>Great practical ideas for connecting to community in the modern world.</i></li> <li>• <i>It is wonderful to hear from someone who has the "boots on the ground" and showed what we can do to promote our schools.</i></li> <li>• <i>He opened my eyes to how social media is more important than national TV network to our specific professional learning community.</i></li> </ul> <p><b><u>Takeaways - One thing I will take away from this seminar and immediately use in my school:</u></b></p> <ul style="list-style-type: none"> <li>• <i>10-minute inservices and branding.</i></li> <li>• <i>I used much of the information from the ten-minute in service with a new struggling teacher today.</i></li> <li>• <i>Tony's idea of connecting Facebook, Twitter, and Instagram and how to leverage social media to tell my school's story.</i></li> <li>• <i>I'm using so many things starting today. I'm on Twitter now. I'm reading the 10-minute inservice book. I'm going to buy the <u>Hacking Leadership</u> book. The AR research is so meaningful. I'm going to continue with it.</i></li> <li>• <i>Love the teacher rating 1, 2, 3 and plan to use with staff. I already tweet but will try three tweets a day as suggested. I want to try the video updates. I don't think I can do them weekly, but monthly might be doable!</i></li> <li>• <i>The simplicity of the ten-minute in-service. It can be implemented tomorrow to start making small, immediate changes.</i></li> </ul>

## IPLI COHORT #4 2016-2017 SEMINAR EXIT SURVEY RESULTS (Continued):

Activity	Overall Seminar	Comments from Exit Surveys
Seminar November 21, 2016 (in conjunction with IASP Fall Conference)		Based on feedback from our principals, this year IPLI did not conduct a structured afternoon session for our participants. Instead, regional focus-cohorts met for 90 minutes during the lunch break to work on their action research projects. This allowed principals to attend more conference sessions focused on their individual needs during the afternoon.
Seminar January 24, 2017		<p><b><u>Overall</u></b></p> <ul style="list-style-type: none"> <li>• Jim Knight did an excellent job. I was able to take back several ideas and use them in my own building. I am looking forward to reading his book. Thank You!</li> <li>• Best seminar I have been to in years. :)</li> <li>• Outstanding. Really made me think about relationships and interactions.</li> </ul> <p><b><u>From Jim Knight - Unmistakable Impact:</u></b></p> <ul style="list-style-type: none"> <li>• I appreciated the humor in Jim's message. He relayed the information in ways that made me reflective about my communication habits and how that impacts my personal and professional relationships.</li> <li>• Very organized and powerful presentation and designed and taught in a way that we can implement almost immediately upon return to the school. Very worthwhile!</li> <li>• Great tips on communication.</li> <li>• He was fantastic! I learned a lot and am able to put many items into practice immediately!</li> </ul> <p><b><u>Takeaways - One thing I will take away from this seminar and immediately use in my school:</u></b></p> <ul style="list-style-type: none"> <li>• Creating a school environment where staff is more comfortable with talking to each other and to leadership concerning grievances and improvement suggestions.</li> <li>• Jim's suggestions/reminders about "dialogue" and conversations.</li> <li>• Having teachers video tape themselves for personal growth.</li> <li>• I'm going to work to try to implement a leadership PLC in my building in order to get better buy-in. Resistance to change is an issue in my building. I'm hoping that by empowering others, I can get better staff buy-in.</li> <li>• There are so many things about communication. I used the empathy handout the very next day.</li> <li>• Videotaping teachers to go over what they "think" is happening versus what is actually happening in their classrooms.</li> <li>• I plan on sharing most of the presentation with my instructional coach. I want to discuss the top down vs. collaborative approach to coaching.</li> <li>• How to conduct conversations where all parties feel validated and involved.</li> <li>• The way you treat others is the one of the most important things about you. Beginning to work on several of those items Dr. Knight mentioned already!</li> </ul>
Principals	9.08/10 (great impact)	

## IPLI COHORT #4 2016-2017 SEMINAR EXIT SURVEY RESULTS (Continued):

Activity	Overall Seminar Rating	Comments from Exit Surveys
Seminar April 11, 2017		<p><b><u>Overall:</u></b></p> <ul style="list-style-type: none"> <li>It [Action Research Showcase] was by far the piece I was so nervous about because of the AR, but it turned out to be of most value, because it really has helped me first to learn about myself, and second, to realize that I am not alone in this challenge of leading schools and building cultures of success. It is easy to create climate and change climate for short term, temporary change, but it is a process to create a climate which affords the opportunity for a change towards an improved culture. I am grateful to be a part of this program and for my mentor as well as my COHORT colleagues and the relationships I am establishing and building with leaders from around the state. Thank you!</li> <li>Lots of new learning occurred both from our peers during the showcase as well as Dr. Gruenert.</li> <li>The individual principal presentations were excellent; I just wish I could have seen more of them.</li> <li>I felt the time we spent discussing climate/culture was very helpful.</li> <li>I enjoyed the project sharing. I always get ideas of ways to improve myself or my school when talking with other principals.</li> <li>I would have liked to have had more time to discuss during the Showcase. I also would have liked the opportunity to hear more presenters.</li> <li>Enjoyed listening to the presentations of other principals. The afternoon was very informative. I am looking forward to using his process to select our two teachers to bring in the summer.</li> <li>Fun, interesting, and informative. The presentations were great, and Steve gave us some excellent things to ponder as we move on to Year 2.</li> <li>It was awesome sharing and gathering information connected to our AR projects. The afternoon session was perfect in framing Year 2.</li> <li>Loved listening to Dr. Gruenert speak about culture. Very enlightening!</li> <li>I loved listening and learning about the action research projects. There was a lot of affirmation of how building level leaders feel right now, being overwhelmed with work/life balance, critical conversations, etc. The afternoon was long. I understand Dr. Gruenert's build-up to interpreting data, but it was redundant.</li> </ul> <p><b><u>From Steve Gruenert - School Culture:</u></b></p> <ul style="list-style-type: none"> <li>I love his insight into this topic. He causes me to think about the school in a different light.</li> <li>I was able to understand the differences between climate and culture, which I had not thought about much before this discussion.</li> <li>He was awesome - I had a ton of AHAs.</li> <li>Steve was able to clarify the difference between culture and climate, two words that have been misused for years. He was very helpful with our building data and giving a direction on creating a hierarchy of needs.</li> </ul>
Principals	8.84/10 (great impact)	



## IPLI COHORT #4 2016-2017 SEMINAR EXIT SURVEY RESULTS (Continued):

Activity	Comments from Exit Surveys
Seminar April 11, 2017 (Continued)	<p><b><u>From Steve Gruenert - School Culture (Continued):</u></b></p> <ul style="list-style-type: none"> <li>• Steve was very good. He explained things well and is obviously a wealth of knowledge in this area. Steve said up front, he speaks in a certain tone and doesn't entertain like Dr. Whitaker would... for this reason, it made for a long afternoon.... especially after lunch...</li> <li>• Really has me thinking about which two teachers would be best for next year!</li> </ul> <p><b><u>Takeaways - One thing I will take away from this seminar and immediately use in my school:</u></b></p> <ul style="list-style-type: none"> <li>• Going to use video for teacher observations.</li> <li>• My new view into the culture of my school. I plan to make a few simple changes soon to help improve the culture of the building.</li> <li>• Evaluating climate and culture, knowing the difference.</li> <li>• The process for selecting the teachers to join the summer and fall meetings.</li> <li>• I plan on implementing some of the ideas shared through the AR showcase.</li> <li>• My mentor shared the "Pineapple" article which I love. I think some of the best ideas from IPLI come from the time to network and discuss what is happening in their buildings.</li> <li>• Defining the difference between culture and climate. Big light bulb went off!</li> <li>• Action research and a new approach to looking at and defining culture and how to move towards building a positive culture of learning for our entire staff.</li> </ul>



**Cohort #4 Principal Veronica Eskew presented her topic, *Difficult Conversations*, during the Action Research Showcase.**



# APPENDIX

## C

### *IPLI Cohort #3*

### *End of Program Exit Survey Results*

**COHORT #3 PROGRAM EXIT SURVEY:** At the end of Cohort #3's two-year program, IPLI asked participants to complete a program exit survey to help us assess the impact IPLI was having on their leadership capacity and overall school improvement. The table below highlights some of the results from this survey.

Survey Items	Results	Comments from Exit Surveys
<b>Please rate the value of the overall IPLI experience.</b>	9.49/10 (high value)	<ul style="list-style-type: none"> <li><i>IPLI is the best professional development I experienced during my tenure as a building principal. It is high quality, applicable to current needs, and supported my professional growth and leadership.</i></li> <li><i>It has been wonderful professional development for me as a leader. An even larger impact has been on the teachers involved in Year 2. They have learned a lot and have gained the confidence to become more vocal leaders in our building.</i></li> <li><i>It was great meeting other principals, and I probably got the most out of our small group meetings (traveling to each other's schools and building lasting bonds).</i></li> <li><i>The experience offered me high quality professional development. Our school will be a better place because of this experience.</i></li> <li><i>IPLI has been a wonderful experience for me as an administrator. I have gained many new insights. Additionally, building and fostering relationships with other administrators throughout the state of Indiana has been invaluable.</i></li> <li><i>The IPLI experience was the most effective professional development in which I have ever participated. The knowledge shared is "real world" and job embedded. It is current and relevant. I wish it was a continuous program- not just a two year program!</i></li> <li><i>Completely changed my leadership style and made me a more effective principal.</i></li> <li><i>It challenged my thinking and allowed me to try new things that are relevant to me as a leader and to my building.</i></li> <li><i>Very few times do we take time to focus on our own personal growth. Year one of IPLI gave me that opportunity, and I am a better leader because of this experience!!</i></li> <li><i>This opportunity gave me a chance to have specific skills and strategies to grow students and staff.</i></li> <li><i>IPLI was a wonderful experience. I looked forward to our meetings because we were exposed to authors and speakers with innovative and useful ideas.</i></li> <li><i>This experience has exceeded my expectations and shaped my leadership in ways I could have never imagined. I am grateful for all of the opportunities afforded to me through this program.</i></li> <li><i>It was a wonderful program to build my own leadership capacity, as well as help me build the capacity of others.</i></li> <li><i>I am a much better leader having gone through this process, and my school has shown improvement in a variety of areas because of my own growth.</i></li> <li><i>It was a very positive experience. I made some great connections with other principals that will continue on past the program. Being a principal can be a lonely job sometimes. This program allowed me to connect with others that are experiencing the same thing.</i></li> </ul>

## IPLI COHORT #3 END OF PROGRAM EXIT SURVEY RESULTS (Continued):

Survey Items	Results	Comments from Exit Surveys
<p><b>Please rate the value of the monthly regional focus-cohort meetings. What was most beneficial?</b></p>	8.79/10 (high value)	<ul style="list-style-type: none"> <li>• <i>Getting the opportunity to discuss school issues and situations that we each faced throughout the school year was remarkable. Having the opportunity to have trusted friends and colleagues to bounce ideas off of was great!</i></li> <li>• <i>Meeting on a regular basis gave us a time for true collaboration...something that we don't always allow ourselves time for. The PLC helped me to grow personally and professionally!</i></li> <li>• <i>Having an opportunity to share our current experiences in our building and helping us through the action research process.</i></li> <li>• <i>Just having the face-to-face time and being able to discuss topics with colleagues.</i></li> <li>• <i>Our cohort was very close. We were able to share experiences in a round-table type setting. It was beneficial to have colleagues to collaborate with.</i></li> <li>• <i>There was a great deal of travel for these for me. I did not like being on the road longer than the actual meeting times. I appreciated getting to know my group and have their support, but the meetings were not as beneficial, in my particular case.</i></li> <li>• <i>I did not feel alone.</i></li> <li>• <i>The comradery that was built and fostered will last throughout my career.</i></li> <li>• <i>The collegiality and relationships formed have proven themselves vital 10 times over.</i></li> <li>• <i>The collaboration aspect to grow in our projects and build leadership capacity with my mentor's guidance.</i></li> <li>• <i>I enjoyed being able to discuss some hot topics with colleagues that were not connected to my own school, or district. It was helpful to work together on the action research steps as well.</i></li> <li>• <i>Simply stated...the culture of helping others when in need.</i></li> </ul>
<p><b>Please rate the value of the action research project? What was most beneficial?</b></p>	8.93/10 (high value)	<ul style="list-style-type: none"> <li>• <i>It was beneficial to have a systematic process for improving areas in our school. It is a process that can be replicated in other areas.</i></li> <li>• <i>The first year focusing on an action research to my own leadership was so helpful. I am usually focused on what the school needs. The second year bringing in the team was a powerful way to begin courageous conversations that needed to happen!</i></li> <li>• <i>Looking at strengths and weaknesses and then developing a systematic way to improve and evaluate my work.</i></li> <li>• <i>It was great to go through the process and focus on my own professional growth.</i></li> <li>• <i>Learning how easy the process can be, and how it can be used to improve yourself and your school.</i></li> <li>• <i>The most beneficial aspects were ...learning more about myself and refining my practices. Often times we are so focused on everyone else, in our positions, that we don't improve ourselves. The requirement to focus on ourselves in year one, was helpful in my own development.</i></li> <li>• <i>It actually made a vast impact on my building.</i></li> <li>• <i>I learned a lot about myself and how I interact with others.</i></li> <li>• <i>The idea of focusing on ourselves, improving ourselves before others. The idea that not all data is a hard and fast number - forcing us to think outside the box!</i></li> <li>• <i>I was forced to reflect and really assess my leadership strengths and weaknesses.</i></li> </ul>

## IPLI COHORT #3 END OF PROGRAM EXIT SURVEY RESULTS (Continued):

Survey Items	Results	Comments from Exit Surveys
<b>Please rate the value of the action research project?</b> <ul style="list-style-type: none"> <li><i>What was most beneficial?</i></li> </ul> <b>(Continued)</b>		<ul style="list-style-type: none"> <li><i>Learning how to identify a problem and how to tackle it without the cumbersome task of figuring it all out at once.</i></li> <li><i>I learned to balance work and life during Year 1. I used to think if I didn't "do it all" that it wouldn't get done. I learned that a healthy balance between family and work actually improved my productivity and opened opportunities to build the leadership capacity in others.</i></li> <li><i>Slowing down and focusing on me and my family. In today's world of "get it now" we are all stressed and overworked (if you are doing it right). This first step was a good way to transition into building change in Year 2.</i></li> </ul>
<b>How can we improve the action research component?</b>		<ul style="list-style-type: none"> <li><i>The more experience the principals had with research, the easier the process was for them.</i></li> <li><i>It worked well.</i></li> <li><i>I thought this was implemented in a positive manner, clearly, and did not find it difficult to complete. I think IPLI did an excellent job with this.</i></li> <li><i>The initial action research training, on day one, year one, was very dry. This is almost "un-motivating." We were all excited and energized for this program, and then we sat for hours going through the process. The leader for the action research presentation needs to modify the presentation. Her information is valuable, but I believe it could be done in a more effective, engaging manner.</i></li> <li><i>Dr. Dana is good, but she is very dry. The worst part of the first summer was listening to her. She rambled, and honestly, it really worried some folks that they weren't going to be able to complete the tasks that she was referring. In the end, it is simply a person that really likes what they do and made it seem much more difficult than it was, but we didn't know that at the time.</i></li> <li><i>Maintain the current process.</i></li> <li><i>Showing examples before new members listen to Dana would be very helpful - Dana is great but it can be a bit overwhelming if you aren't sure what you are getting in to.</i></li> <li><i>I believe possibly videotaping some IPLI principals and sharing this with incoming people so they can see what it looks like compared to hearing what it looks like.</i></li> </ul>
<b>Please rate the value of including teachers in Year 2.</b>	9.4/10 (high value)	<ul style="list-style-type: none"> <li><i>Bringing teachers to this training was a game changer for our building. The teacher-leaders brought information back to share with the staff, and we made positive improvements in our building.</i></li> <li><i>Having teachers involved in Year 2 helped secure buy-in to project, and brought assurance to the entire staff of the validity of the program.</i></li> <li><i>So important to include two teachers from each school. Teacher leaders help guide the direction of the school.</i></li> <li><i>Extremely beneficial!</i></li> <li><i>This created some problems in my building, but overall it was great for them and the PD was just as good for them.</i></li> <li><i>I really enjoyed sharing the experience with my lead teachers. Awesome component of IPLI.</i></li> </ul>



## IPLI COHORT #3 END OF PROGRAM EXIT SURVEY RESULTS (Continued):

Survey Items	Results	Comments from Exit Surveys
<b>Please rate the value of including teachers in Year 2. (Continued)</b>		<ul style="list-style-type: none"> <li>Bringing the teachers allowed them to see what we experience in this program and how valuable it is. It also allowed them to take on a task that would allow them to lead in a manner that directly impacted our school culture.</li> <li>I thought that bringing the teachers helped make the connection between IPLI and my school.</li> <li>I thought the process was productive and insightful for the teacher-leaders to be present during that time.</li> <li>My teacher-leaders grew in great ways and felt rejuvenated from the sessions.</li> <li>Built leadership capacity. Very helpful!</li> <li>Loved having teachers along for this journey. It really brought a lot to us as a whole school.</li> <li>Wonderful collaboration and an opportunity to build capacity.</li> </ul>
<b>Please rate the value of using the High Reliability School Framework in Year 2 as a tool for school improvement planning.</b>	8.85/10 (high value)	<ul style="list-style-type: none"> <li>This was perhaps one of the most beneficial aspects of being a part in IPLI.</li> <li>Clear straight-forward process!</li> <li>HRS was excellent. I thought the data was reliable and valid and painted a true picture of our school. It helped us know where to focus.</li> <li>Helped put structure to our programs and our needs.</li> <li>Hope to use it yearly.</li> <li>We had to be careful to NOT over-survey our staff.</li> <li>Ideally this is great if your district is aligning to this practice which makes the work applicable and meaningful.</li> <li>The surveys were hard to understand and the results were often so varied.</li> <li>Not for everyone. Take ideas but not all.</li> <li>I think it is a good framework, but the surveys were a lot and much of it, my teachers didn't understand (however, that was part of us determining where we need to start).</li> <li>This truly allowed us to make improvements in our instruction.</li> <li>Very difficult concepts but laid out nicely.</li> </ul>
<b>Please rate the quality of your mentoring relationship.</b>	4.56/5 (high quality)	<ul style="list-style-type: none"> <li>I think IPLI hinges on strong, professional mentors. Having the ability to call my mentor and discuss issues/concerns in my building, outside of specific IPLI things, was one of the most valuable tools for me within this program. Discussing difficult situations and hearing how someone else may handle it or the words they used in a similar situation is truly beneficial for us. I had a wonderful mentor that helped shape this program's value for me.</li> <li>Great colleague, friend, and mentor. _____ provided great insight with a balanced approach to foster us regardless of our years of experience and expertise.</li> <li>_____ was a fantastic leader! He openly shared his experiences, his strengths, and his weaknesses. He challenged us, he offered his support, he was easily accessible and did everything he could to support us!</li> <li>Awesome!!!</li> <li>_____ was beyond amazing! Her compassion and passion both empowered me and pushed me to view leadership from a different lens. Her thoughtfulness and advice are highly regarded and the growth that she facilitated with me will impact me for years to come!</li> </ul>

## IPLI COHORT #3 END OF PROGRAM EXIT SURVEY RESULTS (Continued):

Survey Items	Comments from Exit Surveys
<b>Please rate the quality of your mentoring relationship. (Continued)</b>	<ul style="list-style-type: none"> <li>• <i>What a gem! He has a true gift in leading others and making others want to be better.</i></li> <li>• <i>She had expectations yet, did not make us feel pressured. She was realistic and had a wonderful personality. She supported us 100%.</i></li> <li>• <i>My mentor was very realistic. There are many programs that we as principals participate with, but this one was great for many reasons, but my mentor was a big part of that.</i></li> </ul>
<b>How could we improve the mentoring component?</b>	<ul style="list-style-type: none"> <li>• <i>The only challenge is that both of us are very busy with our schools and families.</i></li> <li>• <i>My only hope is that everyone had a mentoring experience like I did.</i></li> <li>• <i>Perhaps feedback to the mentors regarding their work with the regional groups.</i></li> <li>• <i>Potentially have mentor groups meet for one of the sessions.</i></li> <li>• <i>This is much like the monthly meetings; participants will gain what they want by what they put in.</i></li> </ul>
<b>As the IPLI Design Team evaluates the overall program, what should we keep?</b>	<ul style="list-style-type: none"> <li>• <i>Action research, bringing teachers, and HRS framework. The speakers were great.</i></li> <li>• <i>The speakers. All the speakers were wonderful!</i></li> <li>• <i>All of it!</i></li> <li>• <i>Having lead teachers on-board was invaluable. Having them come on-board sooner would be awesome.</i></li> <li>• <i>Keep the Graduation ceremony. It's a nice touch to acknowledge our growth and work. Keep the seminars with the motivational/informational professional development. Keep the action research projects. Keep it all! Just maybe refine the sessions that are heavy on content to be more engaging. I personally feel like heavy, difficult content doesn't have to mean boring and lecture.</i></li> <li>• <i>The design of the program is very beneficial.</i></li> <li>• <i>The monthly regional meetings and the guest speakers.</i></li> <li>• <i>The small cohort groups.</i></li> <li>• <i>All but too much focus on HRS. Be realistic to what local level wants. Good ideas, just not so much push for implementation.</i></li> <li>• <i>The quality of the speakers, the autonomy to meet how we wanted as a cohort, and the action research.</i></li> <li>• <i>The PD was unreal. For the cost (\$1000), I think you'd have people and districts pay to just simply come to the PD sessions (speakers and ideas).</i></li> </ul>
<b>What should we amend?</b>	<ul style="list-style-type: none"> <li>• <i>Year 2 could use some more speakers geared towards the teachers....maybe split teacher and principals up with different presentations?</i></li> <li>• <i>Too much focus on HRS. Until colleges stop caring about class rank and GPAs, it's not realistic at secondary level.</i></li> <li>• <i>The time at the end of the big meetings with our groups was consistently wasted time in my opinion. Most things discussed were discussed as site-specific problems and not useful to the overall group.</i></li> </ul>

## IPLI COHORT #3 END OF PROGRAM EXIT SURVEY RESULTS (Continued):

Survey Items	Results	Comments from Exit Surveys
What additional recommendations do you have?		<ul style="list-style-type: none"> <li><i>I really enjoyed the experience. It was extremely organized and beneficial.</i></li> <li><i>IPLI is doing great work. Keep it up!</i></li> <li><i>None...great experience.</i></li> <li><i>The only recommendation I can think of would be a better way for people to share their action research. Very difficult to see laptops. We made it work though.</i></li> <li><i>Find a way for presentations to be showcased for all.</i></li> <li><i>Instead of full days when we come together, maybe shorten them. It is so hard to sit and get meaningful information for that length of time.</i></li> <li><i>More time for regional focus cohort work. We become close. Let us take advantage of it.</i></li> </ul>
Would you recommend IPLI to other principals?	100% responded "Yes"	<ul style="list-style-type: none"> <li><i>You will grow as a leader!</i></li> <li><i>I do all the time. I'm a better leader and our school is better because of IPLI. Additionally, we have developed two outstanding teacher-leaders.</i></li> <li><i>The relationships generated and the network of people you work with is a great asset to all school leaders.</i></li> <li><i>Such a great learning experience. Also a chance to network with other principals.</i></li> <li><i>It will make you better!</i></li> <li><i>Yes, IPLI is a great opportunity to broaden one's skills and further establish your network of administrative colleagues.</i></li> <li><i>Yes! This is the BEST professional development a principal is likely to receive.</i></li> <li><i>Yes. This program grew me as an administrator. It wasn't just the research, but that was a factor. Working with other professionals, taking their advice, learning from their mistakes, and just simply spending time with others in the field, beyond my district colleagues, has made me better.</i></li> <li><i>This is an invaluable experience for administrators! The learning about yourself and your school; along with the relationships you build cannot be matched!</i></li> <li><i>It helped me become more reflective as a leader.</i></li> <li><i>Yes, this is something that I firmly believe every principal, no matter their years of experience, can benefit from. It grows capacity and enhances vision.</i></li> <li><i>Yes, it was a great way to be fed with relevant professional development that I wasn't going to get within my own district.</i></li> </ul>



# APPENDIX

## D

### *IPLI Cohort #3*

### *Superintendent Survey Results*

**COHORT #3 SUPERINTENDENTS' SURVEY:** At the end of Cohort #3's two-year program, IPLI asked participants' superintendents to complete a program exit survey to help us assess the impact IPLI was having on their principals' leadership and overall school improvement. Unfortunately, only 13 of our 45 superintendents completed the survey (\*). The table below highlights some of the results from this survey.

Survey Items	Results	Comments from Exit Surveys
<b>Please rate the impact of IPLI on the participating principal's leadership capacity.</b>	8.69/10* (great impact)	<ul style="list-style-type: none"> <li>• <i>He has grown tremendously in his leadership capacity. He follows educational issues more closely and how they relate to his building. Additionally, the weekly professional development which he provides for his staff has dramatically improved!</i></li> <li>• <i>She has brought strategies back to share with her staff when I observed her. She would say that she learned this at IPLI. She also shared a book with her fellow principals that has been amazing.</i></li> <li>• <i>Principal has brought back several ideas for impactful change to his building. The plan for change indicates a capacity to move through the change process with a high expectation for success</i></li> <li>• <i>I have seen a greater sense of confidence in my principal over the last year in particular. He has taken some risks in instituting a handful of changes, most of which have been well received by his students and staff.</i></li> <li>• <i>I feel he has taken on more challenges and is more open to getting involved in helping programs grow.</i></li> <li>• <i>Our principal is growing in the position and makes good decisions involving leadership and management of the school.</i></li> <li>• <i>The principal has engaged in bigger picture type elements of the school that lead to increased focus on student learning as well as effective classroom instruction.</i></li> <li>• <i>While working with his staff, he has seen things from a completely different perspective. He better understands the need for collaboration in decision making.</i></li> <li>• <i>I have seen great growth in both of my principals from that of an instructional leadership realm.</i></li> <li>• <i>Our principal has had an opportunity to listen to other educational leaders and learn from their mistakes or successes. IPLI allows young educators to learn HOW to apply the strategies or theories they have read/heard about.</i></li> <li>• <i>The participant has increased communication about rich and deep instructional conversations with staff and parents.</i></li> <li>• <i>Progress in making good decisions and moving a school forward has been evident through this program.</i></li> <li>• <i>I loved it so much that I recommended two for this current year that are now completing Year 1.</i></li> <li>• <i>I have seen it grow a principal who needed this from an instructional realm and working with his teachers, and I have seen it solidify the confidence of another who was already strong; IPLI simply reaffirmed this.</i></li> </ul>



## COHORT #3 SUPERINTENDENT SURVEY RESULTS (Continued):

Survey Items	Results	Comments from Exit Surveys
Please rate the impact of the IPI seminars.	7.83/10* (great impact)	<ul style="list-style-type: none"> <li>Our principal had great discussions resulting from what he learned during these sessions with his staff.</li> <li>The reflections from these experiences have been amazing. Easy to see leadership growth.</li> <li>Great group of speakers, putting the information into action is a real issue. Change is difficult for everyone and the individual that can go into a building and make the change in the staff as need for student growth has to have a special trait. It is not something learned in 2 days, please let the students know that they cannot and will not be able to do this. They also need to understand that the change has to begin with them. There must be the change in actions, not words.</li> </ul>
Please rate the impact of the mentoring provided.	7.92/10* (great)	<ul style="list-style-type: none"> <li>Opportunities for this type of peer mentoring have allowed an ongoing opportunity to learn from what is currently happening in the building.</li> <li>My principal felt that his mentor was a great sounding board, providing appropriate insight and guiding him in sound reflection of his professional practice.</li> <li>I know there is value; however, I didn't personally meet the mentor nor have I really heard the principal talk about the mentor.</li> <li>I have found this approach to be quite valuable.</li> <li>Our principal has great confidence in his mentor, and I know he has used him in his decision-making process multiple times concerning important school issues.</li> <li>One of the best parts of the program.</li> <li>Our principal's mentor is passionate and articulate. She could motivate anyone to want to develop their skills.</li> </ul>
Please rate the impact of the monthly regional focus-cohort	7.5/10* (great impact)	<ul style="list-style-type: none"> <li>Very valuable parts of the program.</li> <li>The networking has been helpful.</li> <li>It is always important to share with colleagues.</li> <li>I have continually discussed the program with _____, and he feels he gains leadership capacity from each session.</li> <li>I don't have enough knowledge to assess.</li> </ul>
Please rate the value of including two teachers in Year 2.	8.43/10* (high value)	<ul style="list-style-type: none"> <li>One of the most impactful experiences was building shared leadership and adding teacher-leaders to the conversation.</li> <li>This provided some good training for my corporation's lead teachers.</li> <li>Using teacher-leaders is a great idea.</li> <li>This allows buy-in from the stakeholders as well as creates champions within the school aside from the principal.</li> <li>This activity requires the principal to utilize what has been learned in their home school.</li> <li>This exercise is probably the most important part of the program. _____ really came away with some important insights into his leadership.</li> <li>Need more than a year to get the worth of the program.</li> <li>Extremely great concept, I am not sure that there was any follow through with our staff consistently throughout the year?</li> </ul>

## COHORT #3 SUPERINTENDENT SURVEY RESULTS (Continued):

Survey Items	Results	Comments from Exit Surveys
Please rate the value of including two teachers in Year 2. (Continued)		<ul style="list-style-type: none"> <li><i>This is a great thing and especially it brings the teachers out of their comfort zone</i></li> <li><i>I believe this provides an opportunity for principals to learn from each other as they lead teachers through the process of honing their leadership skills.</i></li> </ul>
Please rate the value of using the Marzano High Reliability Framework to help with development of school improvement plans.	8.46/10* (high value)	<ul style="list-style-type: none"> <li><i>Has given a clear direction and focus to the SIP process.</i></li> <li><i>The research is there to support his work.</i></li> <li><i>Blend Marzano's thoughts in with the culture of the school district.</i></li> <li><i>This allows the principal to better steer the school improvement efforts and plan.</i></li> <li><i>We are using this framework across our district. ____ has helped to lead this process.</i></li> <li><i>By looking at other schools helps with our school improvement plan.</i></li> <li><i>I have seen this in action with one of my two principals as he has led a curriculum team of what we call i-coaches in our corporation.</i></li> </ul>
What do you believe are the biggest challenges facing practicing principals?		<ul style="list-style-type: none"> <li><i>Work family balance.</i></li> <li><i>Unfortunately, in many schools, the leadership of principals is hindered because they have to spend so much managing student behavior.</i></li> <li><i>Time and focus on the students. Principals should not have to or be playing the political games they are forced into daily. They need to focus on curriculum and instruction that is in the best interest of the school they are responsible for each day.</i></li> <li><i>Effectively implementing change that impacts the majority of the staff.</i></li> <li><i>Balancing the workload with the demands of life; instructional leadership, managing the school, setting the climate, and being visible to students, teachers, and parents.</i></li> <li><i>Instructional leaders.</i></li> <li><i>Time to lead, rather than manage. Too many dictates.</i></li> <li><i>Time, they are pulled in so many directions putting out trivial fires that it can take away from their time in classrooms.</i></li> <li><i>Finding quality teachers and motivating them to stay and remain positive in the current political environment as it relates to public education in Indiana.</i></li> <li><i>Time and dealing with needs of a diverse student body. Making time to be the educational leader in the building is often very difficult.</i></li> <li><i>Time management and being able to prioritize and the focus needs to be getting into classrooms.</i></li> <li><i>Exhaustion! Principals work long hours and are always pushed to do more. When they hit a stretch where they have many problems at the same time, they start to believe they are failing. Having problems does not mean they are failing...it just means they are having...and solving...problems. When they are in the middle of this stressful time, they can begin to lose confidence. Meeting with their peers and hearing that those principals are facing the same types of problems, help them put the concerns in perspective.</i></li> </ul>

## COHORT #3 SUPERINTENDENT SURVEY RESULTS (Continued):

Survey Items	Comments from Exit Surveys
What do you believe should be the main areas of focus for the Indiana Principal Leadership Institute?	<ul style="list-style-type: none"> <li><i>I think you provide a very robust program. All of it is important to the principal's development. I am really impressed in what you are able to condense into such a short period of time.</i></li> <li><i>Stay the course. The current mission of IPLI is excellent.</i></li> <li><i>Focus on their building responsibilities and not the overall corporation or other buildings within the corporation. Principals need to understand that the success of a corporation is each one of them accepting that they cannot and will not change the corporation without starting in their building and developing a culture of student success.</i></li> <li><i>Change agents, school improvement through increased teacher effectiveness.</i></li> <li><i>I believe the way the program is set up now helps a young administrator. It provides information, support, and networking.</i></li> <li><i>Leading through change. Time and effort management. Ethical behavior.</i></li> <li><i>I believe that including a political component into the training (which you may already do) would be of great value.</i></li> <li><i>Training for principals.</i></li> <li><i>Simply refining skills and also helping to deliver confidence.</i></li> <li><i>The main focus should continue to be helping principals become educational leaders.</i></li> </ul>



**Dr. Jennifer McCormick, Indiana State Superintendent of Public Instruction, was the guest speaker at the Cohort #3 Graduation Ceremony on April 10, 2017.**

## COHORT #3 SUPERINTENDENTS' SURVEY (Continued):

Survey Items	Results	Comments from Exit Surveys
Would you encourage other principals to participate in IPLI?	92%* Responded "Yes"	<ul style="list-style-type: none"> <li>This process could be a game changer for any principal. The networking alone would make it beneficial.</li> <li>I've seen firsthand the benefit to principals in our corporation.</li> <li>I am a believer in the program and with this would like to see every one of my principals go through this.</li> <li>Investment in our staff.</li> <li>If you think you know it all, you will be looking for a new job soon!</li> <li>Training opportunities in leadership will pay off in the future.</li> </ul>
Would you encourage other superintendents to provide the opportunity for their principals to participate in IPLI?	92%* Responded "Yes"	<ul style="list-style-type: none"> <li>Investment in people.</li> <li>IPLI is a wonderful and cost effective way to raise the leadership and functional level of your principals.</li> <li>The value of the corporation contribution is returned ten-fold to the corporation through principal participation.</li> <li>The process has been outstanding for Greensburg principals. We have 2 involved in cohort groups at this time.</li> <li>Has helped our principals grow.</li> </ul>
Additional Comments:		<ul style="list-style-type: none"> <li>Great job!</li> <li>Great program!</li> <li>Keep up the good work!</li> </ul>



Senator Dennis Kruse was presented with the IPLI Service Award during the July 2016 seminar. Pictured: (l-r) Indiana State University President, Dr. Daniel Bradley; Senator Jon Ford; Senator Dennis Kruse; IPLI Director, Dr. Linda Marrs-Morford; and IPLI Design Team Member, Dr. Steve Gruenert.



## APPENDIX

### E

*INALI Cohort #3*

*Seminar Exit Survey Results*



## INALI COHORT #3 SEMINAR EXIT SURVEY RESULTS:

Activity	Overall Seminar Rating	<b>TAKEAWAYS</b> <i>One thing I will take away from this seminar and use in my school immediately is...</i>
<b>New Administrator Workshop</b> <b>July 18-19, 2016</b>	8.5/10 (great impact)	<ul style="list-style-type: none"> <li>• Focus on the most important things and worry about the little stuff later.</li> <li>• Lots of technology resources to share with staff.</li> <li>• Checklist for things that need to be done month-by-month.</li> <li>• Different strategies on how to deal with people.</li> <li>• TweetTalk.</li> <li>• Scoop.it from Layton and advice from Baker!</li> <li>• It's difficult to name just one! I will definitely be taking some of the handouts (specifically the scoreboard) from Ann's presentation back to get our staff looking more closely at our data.</li> <li>• I think a lot of the technology pieces will be used right away. I will also use some of the data recording sheets that were handed out.</li> <li>• Organizational tips, how to lead with purpose, courage, etc.</li> <li>• Dr. Bess' 3 C's.</li> <li>• Laws learned.</li> <li>• Great information on data from Ann and Don!</li> <li>• The idea of approaching resolutions for students with behavioral needs as students who lack a "skill set," just like we do with a student that is lacking in an academic area.</li> <li>• Build those relationships! Also, balance in taking care of myself so I can be there for others.</li> <li>• The information on special education, dealing with difficult people, and data.</li> <li>• The connections and contact information.</li> <li>• Legal advice, leadership activities, priorities, the Poll Everywhere for a staff meeting, and data analysis sheets with teams.</li> <li>• Technology to enhance conversations/communication/investigation into identified professional goals that teachers have.</li> <li>• "Kids with social, emotional, and behavior challenges lack important thinking skills." Pretty much all of Jill Lambert's materials.</li> <li>• Technology programs and reaching out to difficult parents first.</li> <li>• I have to up my game with technology now. I need to use time at home to get on board. Putting it off will only increase my hesitation.</li> <li>• I will use many of the ideas and resources. Using the tickler system and calendars.</li> <li>• Start at the beginning of the school year building that positive relationship with those difficult people.</li> <li>• First of all-that I am not alone. That I have someone(s) those first few weeks to get in touch with for advice/support outside my building.</li> <li>• Excited to implement organizational tools.</li> </ul>

## INALI COHORT #3 SEMINAR EXIT SURVEY RESULTS:

Activity	Overall Seminar Rating	<b>TAKEAWAYS</b> <i>One thing I will take away from this seminar and use in my school immediately is...</i>
Seminar September 19, 2016	8.11/10 (great impact)	<ul style="list-style-type: none"> <li>1. Panel discussion was most beneficial and informative to new administrator. 2. SIP was great, good examples, good energy. 3. Last session was informative and will be good to know in the future. Maybe as a follow up to this session there could be a session on specifically working with teachers on improving instructional practices prior to the point of an evaluation plan.</li> <li>The last session led by Dr. David Marcotte was worth the entire day. The day was good, but his information was especially relevant and necessary. I knew pieces but not the entire picture. Thank you for the work you do for each of us.</li> <li>Data Session - The panel as a whole did a great job of answering the questions. My elementary breakout session was very informative, but like drinking water through a fire hose. Having an outline of the topics Dr. Lantrip was going to talk about or notes of some kind would have helped me to ask better questions. There was just so much great material! Unfortunately, without the notes, my brain felt like it was Teflon-coated.</li> <li>Data Session - I thought for a first-year administrator who has never worked with data, that it was a little over my head and not specific. I wanted more of a "working with data 101" approach. I wanted more of a specific process on how someone with no experience can work with data. Things like what I should immediately start to look at and how can I translate that into improving my building.</li> <li>SIP Session - Very practical information - I appreciated having the hard copy of her plan and organizational tools.</li> <li>SIP Session - Her materials and pragmatic comments regarding SIP's were perfect! INALI has been awesome, and her presentation, especially given the timing of it, might be the cream of the crop!</li> <li>Personnel Session - I thought this session was fantastic. I loved how he incorporated past experiences and dialogue that he encouraged and of course dialogue that he discouraged as well. I thought this was the most helpful part of the day, and I think this would have been great session to have after lunch because I know everyone at my table really enjoyed it and found it to be interesting.</li> <li>Personnel Session - I came away with some very good "make sure to's" that will be beneficial to make sure I am not doing anything that could end up getting me in trouble later on.</li> <li>Regional Group Meetings - Our group has a great mentor that facilitates our conversations well. I am very impressed with his experience and what he has accomplished. The only thing I don't like about my regional cohort is that it is just myself and one other high school building administrator, and most of our cohort is middle school and elementary, so a lot of the conversations revolve around that as opposed to high school.</li> </ul>

## INALI COHORT #3 SEMINAR EXIT SURVEY RESULTS:

Activity	Overall Seminar Rating	<b>TAKEAWAYS</b> <i>One thing I will take away from this seminar and use in my school immediately is...</i>
<b>Seminar September 19, 2016 (Continued)</b>		<ul style="list-style-type: none"> <li>• <i>Building-level meetings - Personally I think building-level discussion is very beneficial. It is good to hear that other buildings are having a lot of the same problems as us and hearing them discuss and problem solve situations is very interesting.</i></li> <li>• <i>Building-level meetings - I think these conversations are very important and helpful. It's nice to hear that some of the same problems you're having are happening everywhere. This provides a sounding board for problem solving. We need even more time for this because there are so many questions/topics that can lead to good discussion.</i></li> </ul>
<b>November Seminars</b>		<i>In lieu of a one-day seminar in November, INALI participants attend either the IASP Assistant Principals Conference - November 18-19, 2017, for deans or assistant principals, or the IASP Professionals Conference - November 20-22, 2017, for principals. In addition to attending conference keynotes and concurrent sessions, during each conference regional cohort groups meet with their mentors.</i>
<b>Seminar February 7, 2017</b>	<b>8.58/10 (great impact)</b>	<ul style="list-style-type: none"> <li>• <i>Rhonda Roos was an outstanding presenter. The information she shared was valuable and practical.</i></li> <li>• <i>Great speakers with great content! I always learn so much!</i></li> <li>• <i>I really enjoyed the discussion on hiring good employees; I think it's a great complement to Dave Marcott's presentation on dismissing bad teachers.</i></li> <li>• <i>Excellent speakers! Worthwhile topics.</i></li> <li>• <i>I was able to take something away from each section of the day.</i></li> <li>• <i>Timely topics! Dr. Roos was excellent!!! Would like to see more information on the legal aspects of the interview process as members of the interview team.</i></li> <li>• <i>Very informative as always. Allowed me to think about issues affecting other schools not just my own. The speaker at the end of the day really put things in perspective on how you approach relationships with both students and parents.</i></li> <li>• <i>I loved the speakers for this date. I enjoyed the focus on instruction!</i></li> <li>• <i>The speakers were very relevant, and I will take back some of the things I heard to use in my building. Some of the speakers in the past I felt weren't as useful having just finished a preparation program.</i></li> <li>• <i>Rhonda did a nice job of boiling it down to the systems that we need to consider. The timing was great too, because for many new administrators, we now have enough time on the job to be able to look at our school as a whole.</i></li> <li>• <i>I was happy to have discussion around quality instruction and its significance, and less about some of the other topics about legal and punishment and cell phones. My job is to be an instructional leader, so this was much more beneficial to me than some past speakers/topics.</i></li> <li>• <i>Kent gave valuable information about the dos/don'ts of hiring and firing. He did a great job.</i></li> <li>• <i>I would like to see more specifics regarding questions you can't ask. (I know it's in a textbook, but a refresher is always helpful!) Kent was funny and interesting.</i></li> </ul>

## INALI COHORT #3 SEMINAR EXIT SURVEY RESULTS (Continued):

Activity	<b>TAKEAWAYS</b> <i>One thing I will take away from this seminar and use in my school immediately is...</i>
<b>Seminar</b> <b>February 7, 2017</b> <b>(Continued)</b>	<ul style="list-style-type: none"> <li>• <i>Bob Ash – Servant Leadership: My absolute favorite session! I'm still thinking about Mr. Ash's session a week later, and have already shared some of his thoughts with family members and colleagues.</i></li> <li>• <i>Bob Ash - PHENOMENAL! This was, by far, the best session I have attended in a long time. He spoke directly to my heart and was so inspirational. Thank you, very much, for inviting him to share with us!</i></li> <li>• <i>Mr. Ash was a great speaker. As an audience member, you were able to relate to his message and apply the various principles to your relationships with parents and students as well as your staff.</i></li> <li>• <i>I wish Dr. Dekoninck would have spent less time talking about the red flags and more time talking about strategies for retaining &amp; orienting new staff. Many new administrators, as former teacher-leaders in their schools, have sat on hiring committees where poor candidates have come through the door. What we don't have a lot of experience with is quality retention strategies to support &amp; retain the good ones that we've already got.</i></li> <li>• <i>Nice to finish up with a tug on the "Heart Strings."</i></li> <li>• <i>I thought it was more inspiring, which right now suits me better than information that may not sync up as well with our disparate experiences.</i></li> <li>• <i>This is a tough time of year, and Bob Ash did a great job reminding us all of why we got into this. Great anecdotes regarding servant leadership!</i></li> <li>• <i>I love the idea of a presentation over servant leadership. I would have liked to have had more specifics in what this looks like in today's schools and communities.</i></li> </ul>



At the INALI July 2016 Seminar, regional groups meet to discuss current educational issues.



# APPENDIX

## F

### *INALI Cohort #3*

### *End of First Year Survey Results*



**INALI COHORT #3 FIRST YEAR PROGRAM SURVEY:** At the end of a participant's first year of INALI, we asked them to complete a survey to help us assess the impact INALI was having on their leadership capacities and overall school improvement. The table below highlights some of the results from this survey.

Survey Items	Results	Comments from Exit Surveys
<b>How would you rate the value of your regional cohort meetings?</b>	4.48/5 (high value)	<ul style="list-style-type: none"> <li><i>I appreciated spending time and learning from the principals in my cohort.</i></li> <li><i>It has been very valuable to share what is going on in our buildings and get feedback on how to handle situations.</i></li> <li><i>Great opportunity to reflect and network.</i></li> <li><i>Like the idea of visiting other schools. We usually do a tour, but an opportunity for improvement would be for the host principal to share some of the projects they are working on.</i></li> <li><i>Love touching base with area administrators - sharing concerns, experiences, and collaborating on effective practices.</i></li> <li><i>It was good talking to my mentor and getting his insight and advice.</i></li> <li><i>The members of my regional cohort have been an excellent resource during our meetings as well as via email/text outside our meetings.</i></li> <li><i>Great time to share with others and get their ideas, as well as learn about things going on in other areas that might affect me/my school in the future.</i></li> </ul>
<b>How would you rate the value of onsite programming (seminars)?</b>	4.18/5 (high value)	<ul style="list-style-type: none"> <li><i>Great ideas on leadership.</i></li> <li><i>Some of the topics were what most of us had just covered in our university programs.</i></li> <li><i>Great opportunity to reflect and network.</i></li> <li><i>The INALI organizers put together an extremely beneficial group of presenters for our onsite seminars. The topics were relevant and informative.</i></li> <li><i>Could be more interactive and better model best instructional practices, but excellent topics and good presenters.</i></li> <li><i>Speakers are generally engaging and have valuable information to share.</i></li> </ul>
<b>How would you rate the value of your mentor?</b>	4.78/5 (high value)	<ul style="list-style-type: none"> <li><i>As a first year principal, I truly appreciated all of the time and help that ___ gave to me. He was readily available when I called or emailed. ___ provided me with the much needed guidance that I needed based on his years of experience. He was monumental in helping me become a better first year principal than if I had gone it alone without his assistance.</i></li> <li><i>___ had a wealth of knowledge and was always available to help when called upon.</i></li> <li><i>He has offered valuable insights when I've needed advice.</i></li> <li><i>___ is awesome. Could not ask for a better person to lead our group. His love for people, education, and us is so visible.</i></li> <li><i>Provided leadership and mentoring opportunities.</i></li> <li><i>Approachable and understanding in accommodating multiple schedules.</i></li> </ul>

## INALI COHORT #3 FIRST YEAR PROGRAM SURVEY (Continued):

Survey Items	Comments from Exit Surveys
How would you rate the value of your mentor? (Continued)	<ul style="list-style-type: none"> <li>• <i>___ is a great mentor. He is always available and eager to assist. He is good at getting me to think outside the situation and shares personal lessons from the trenches.</i></li> <li>• <i>He was personable, listened, and gave advice when requested. His advice was solid.</i></li> <li>• <i>___ has a positive attitude and helpful feedback that helps keep me grounded and balanced.</i></li> <li>• <i>Easy to talk to, lots of good experience to base his advice off of, and a true "education" person. Glad to get to work with him!</i></li> <li>• <i>___ has many experiences to draw from that help in our discussions, and provide options for us to go back and try in our buildings with students, staff, and parents. I appreciated his availability, and willingness to meet and talk whenever needed.</i></li> </ul>
Additional Comments:	<ul style="list-style-type: none"> <li>• <i>It has been a very beneficial program. I have found the regional cohort meetings to be quite helpful. It has been a nice source of support, and we've been active and able to meet frequently and to collaborate with each other. One thing I would like for organizers to consider is the size of the cohorts. My cohort is small with 6 members and I would like to have had a larger group of administrators to get to know and to network more. Our mentor has been a big help this year as well. He is a good facilitator of discussion and asks us thought-provoking questions that have helped me grow personally. Overall I have enjoyed the program and found it to be beneficial as an administrator.</i></li> <li>• <i>It was nice to have this go-to group of colleagues outside of my school and my corporation. I am fortunate to have had some incredible (off-the-record) mentors prior to becoming an administrator. So, the only reason my ratings are not higher is that I did not feel I gained much new information, if any at all. However, ___ is insightful and I truly value his experience and expertise. Also, my school is quite a bit larger and seemingly very different from others in my group. This was another reason that our times together were not always valuable. There was a lot of discussion about rules and policies, whereas my high school focuses much more on instruction.</i></li> <li>• <i>I really enjoy the laid back atmosphere of our meetings. Even though they are low-key gatherings, I extremely enjoy listening to the speakers and other administrators in my region and throughout the state to see how they are addressing/implementing systems within their schools. Thanks for all you do!</i></li> <li>• <i>I am glad that you decided to add a second year of onsite seminars for cohort 4. That will be a valuable change for the incoming groups.</i></li> </ul>



## **APPENDIX**

### **G**

#### ***INALI Cohort #2***

#### ***End of Program Exit Survey Results***

**INALI COHORT #2 PROGRAM EXIT SURVEY:** At the end of Cohort #2's two-year program, INALI asked participants to complete a program exit survey to help us assess the impact INALI was having on their leadership capacities and overall school improvement. The table below highlights some of the results from this survey.

Survey Items	Results	Comments from Exit Surveys
How would you rate the value of your regional cohort meetings?	4.12/5 (high impact)	<ul style="list-style-type: none"> <li>Cohort meetings were excellent in terms of collaborating with administrators from various districts. To be able to come together to problem solve, talk shop, and essentially be a support network was terrific.</li> <li>Fantastic meetings! This has been a great way to meet other principals in our area.</li> <li>Very beneficial!</li> <li>Cohort meetings gave me an opportunity to explore what others are doing in their school along with reflecting on how I can improve what I am doing at my school.</li> <li>I loved meeting with my group. I think many times it was a venue to get answers to questions and decompress a little bit. It was also nice to have face-to-face time with our mentor.</li> <li>The only benefit for me with the regional cohort meetings was to collaborate with other AP's in our conference to get ideas about different situations.</li> </ul>
How would you rate the value of the onsite seminars?	4.0/5 (high impact)	<ul style="list-style-type: none"> <li>Seminars are always interesting because there are so many variables within our profession that some are more pertinent than others. The information was always good; however, the manner in which it applied directly to my (or others) district would vary.</li> <li>It would be help to include something on school finance. It is a big responsibility and understanding the different accounts and finds is not really a part of our academic coursework.</li> <li>These were very relevant and useful.</li> <li>After attending seminars, I was able to walk away with practical and applicable information. There were few seminars that ranked low for me.</li> </ul>
How would you rate the value of your mentor?	4.65/5 (high impact)	<ul style="list-style-type: none"> <li>___ was absolutely terrific. I always felt supported and his communication was excellent. He definitely led the group in his laid back style which undoubtedly put our group in a relaxed state in which we could be open and candid with each other. He is greatly appreciated!</li> <li>There are no words to describe how helpful ___ has been to our team. He is a wonderful man who was always available for questions...even on weekends.</li> <li>Has been very helpful in navigating through some difficult situations.</li> <li>He is very wise and available. It was great having him as a resource.</li> <li>___ listened in every conversation with me. He was able to give effective feedback and was useful and relevant. He cared about me as a person and how I, mentally and physically, was doing. ___ is one of the best mentors I have had in my tenure.</li> <li>I can't say enough! ___ was fantastic with being supportive, giving good advice, and connecting us with other experts that could share resources and ideas. I am so thankful that I was a part of INALI. It really helped me grow and learn so much.</li> </ul>

## INALI COHORT #2 PROGRAM EXIT SURVEY (Continued):

Survey Items	Comments from Exit Surveys
How would you rate the value of your mentor? (Continued)	<ul style="list-style-type: none"> <li>___ is awesome! He was there for me when I had pressing questions and helped me through some tough decisions. He has a wealth of knowledge. I value our time together and I look forward to staying in touch.</li> <li>___ has been amazing!! Very knowledgeable, encouraging and supportive!</li> </ul>
Additional Comments:	<ul style="list-style-type: none"> <li>My INALI experience has been so valuable and meaningful for me and my growth as an administrator. Thank you.</li> <li>___ did a great job working with our regional group. I know the idea is to script things out, but I found the greatest value in the time we were able to just talk school. We were able share positive and negative issues in our building and learn how other people, buildings, and districts operate. I'm sure book studies and other items are valuable at times, but it was clearly the organic conversations about school topics that made the program worth being a part of in the end.</li> <li>I liked the ability to get insight from others who know what you are dealing with. My mentor is always available for advice and shares helpful advice. The network we have created has helped me grow as a professional.</li> <li>INALI was one of the best professional experiences that I have had in the last 5 years. THANK YOU to the ISAP team. I appreciate the time and energy it took to develop the program/events.</li> </ul>



Every year anonymous donors fund a Riley Children's Foundation Red Wagon in celebration of each IPLI cohort's graduation. Red wagons help families navigate Riley Hospital, as well as offer children a fun diversion from what can be a stressful time. A license plate acknowledging the gift is attached to the back of the wagon. In this picture, IPLI Director Linda Marrs-Morford, Program Coordinator Lori Davis, staff member Mary Ray, and Susan Miles from the Riley Children's Foundation are shown with Cohort #3's license plate and wagon.