INDIANA

Principal Leadership

INSTITUTE AT

INDIANA STATE UNIVERSITY

HANDBOOK

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.

Revised 10/25/2018

Indiana State University

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INDIANA PRINCIPAL LEADERSHIP INSTITUTE (IPLI)

HISTORY & MISSION

► HISTORY

What was once an idea in an ISU conference room in 2010 was voted into legislation (Public Law 253) in the spring of 2013 and began in the summer of 2013. The framework for IPLI was created in 2012 as legislators met with ISU staff to create a response to the overwhelming demands of school principals. Senate Bill 402 was signed into law in May 2013 creating the Indiana Principal Leadership Institute. This institute borrows some ideas from previous Indiana leadership academies yet brings new ideas to better serve the needs of principals today. Indiana State University was awarded the role as primary agent of this institute and provides exemplary service with the assistance of the Indiana Association of School Principals (IASP), a partner who was there from the start.

► MISSION

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.

This two-year institute is designed to address the professional needs of Indiana principals with an emphasis on student success. The institute will increase a principal's capacity to address the current needs of his/her school, such as teacher evaluation models, student performance, community involvement, and shaping a strong school culture. Approximately 50-60 principal participants will comprise each annual institute cohort. Focus-cohorts of four to five (4-5) participants will be developed within each cohort, guided by mentors who have demonstrated successful school leadership, chosen with the help of the IASP.

Near the mid-point of the first year, discussions will begin to drift toward building-level dynamics. While the focus will never be completely away from the individual principal, the interaction of personal and organizational capacities and goals will be addressed. A *Personal Improvement Plan* and a *School Improvement Plan* will be developed and continually revised throughout the two-year institute.

► VISION

IPLI is a nationally known model of intensive professional development, building and empowering Indiana principals to create school cultures that result in improved student outcomes for all children.

► VALUES AND BELIEFS

The following values and beliefs are what undergird the services provided by the Indiana Principal Leadership Institute:

- Improving is a moral imperative (intrinsic);
- Building a professional learning network is key to continuous learning;
- A positive effective school culture is the foundation for school improvement;
- Improvement efforts should encompass the whole child;
- Action research is a process principals and school improvement teams can use to study their practices, take research-based action for change, and analyze the results to improve student outcomes;
- Effective leaders are life-long learners; therefore, our relationship with principals does not end with any institute completion. IPLI will continue to explore opportunities to provide on-going support for IPLI graduates and their schools; and
- IPLI cannot do it alone; therefore, partnerships with other organizations such as the Indiana Association of School Principals, the Indiana Department of Education, the Indiana Association of Public School Superintendents, and other universities and organizations are critical.

► OUTCOMES

All graduates of the IPLI Institute should know and be able to:

- Lead their schools in the development and implementation of a **Vision for Learning**;
- Lead their schools in the development and implementation of a **Culture for Excellence**;
- Serve as an **Instructional Leader** in their schools; and
- Ensure effective **Management** of their schools.

CONCEPTUAL MODEL

The conceptual framework for the model used to guide this institute is grounded in theory from the literature related to leadership capacity and learning organizations. It is separated it into three parts to better understand the process: 1) the interaction of personal and organizational goals; 2) using action research to create local knowledge; and 3) using focus-cohorts as learning communities. **IPLI provides the best professional development for principals in the nation through the processes of reflection, scientific inquiry, and collaboration.**

How the model works:

► IPLI, PART 1: THE INTERACTION OF PERSONAL AND ORGANIZATIONAL GOALS

A dysfunctional person cannot lead a functional organization. Building on the capacity of the leader will increase capacity for the organization. A *Personal Improvement Plan* will be developed by analyzing one's commitments, limitations, obligations, and external support, which influence leadership capacity. This self-assessment will contribute to the eventual development of the *School*

Improvement Plan, which will analyze the same variables, looking at them through the organizational lens. As IPLI works with principals, the ultimate goal is to improve schools. Baseline data relevant to these concepts along with building-level data will help build each plan.

► IPLI, PART 2: USING ACTION RESEARCH TO CREATE LOCAL KNOWLEDGE

A research-based approach to decision making in educational settings is imperative. The tendency to *not* use research can be due in part to educators' reluctance to deploy findings from settings unlike their own. Thus, IPLI teaches participants to do action research. They will collect data, analyze data, practice, and adjust their practices as they reflect on their progress. Educators own the research they create. These findings will be shared on a variety of levels so that all in the cohort may learn from each other.

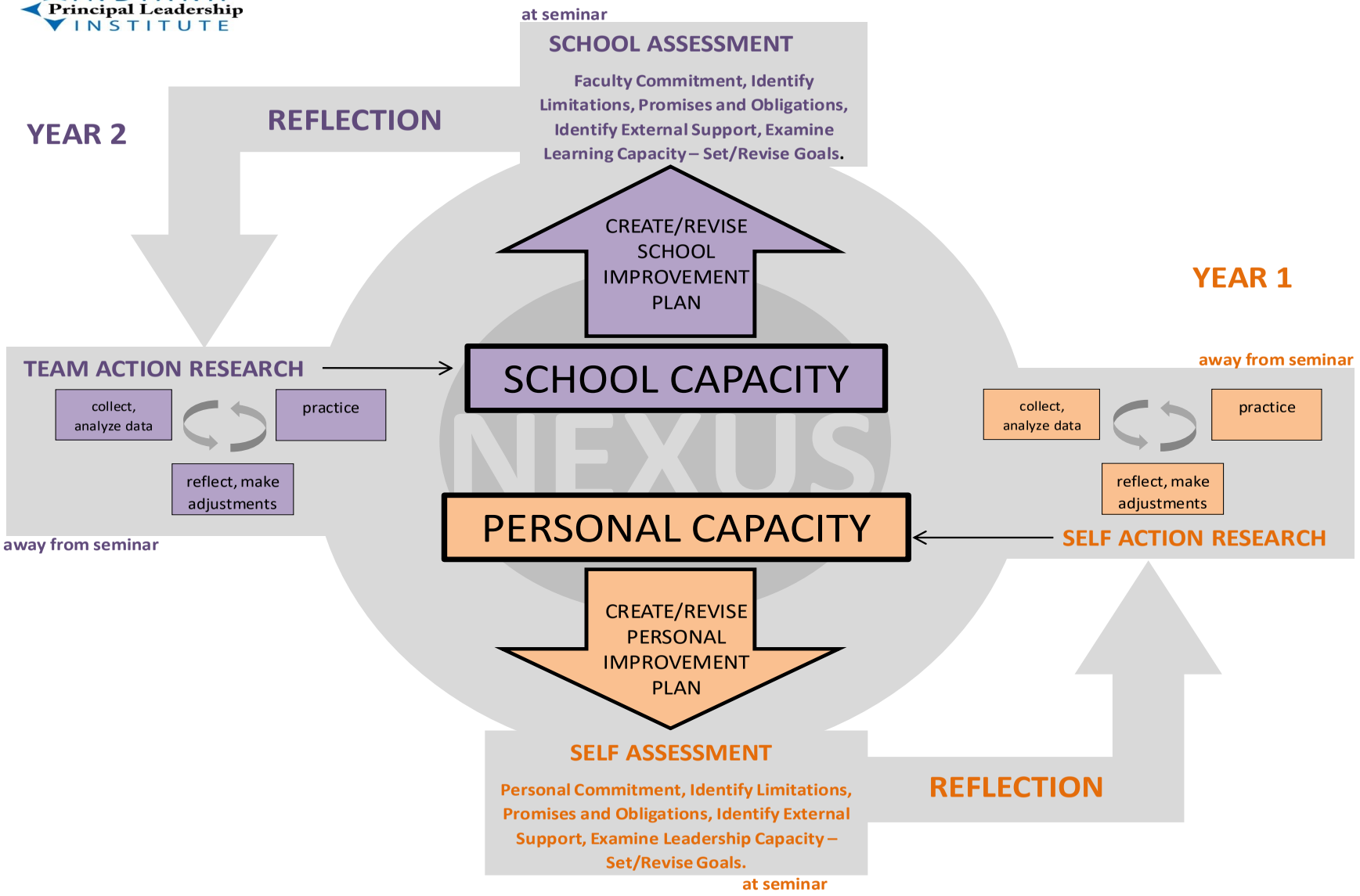
The action research model will be utilized with both the individual and building-level plans. The interaction of both levels of analyses should inform the capacity of each.

► IPLI, PART 3: **FOCUS-COHORTS AS LEARNING COMMUNITIES**

IPLI believes it is powerful when leaders, who share the same issues, can meet face-to-face and share their stories. Focus-cohorts of four to six (4-6) participants will be guided by a trained mentor. Within these focus-cohorts, IPLI anticipates principals gaining a sense of trust as they become more willing to share their experiences and welcome critique from peers. The greatest benefit of reflection is in sharing with others. These small groups will also help make sense of new information presented at seminars as they are provided guidance by a mentor. A mentor will help each focus-cohort become a support group for each principal. It is IPLI's intent for these cohorts to serve as supportive networks beyond the scope of the institute.

The model is presented in graphic form with more detailed explanation on the following page.

INDIANA Principal Leadership INSTITUTE



ROLE OF THE MENTOR

Experiences from successful school leaders are priceless. The role of the mentors will be critical; they will:

- Create, develop and maintain effective, professional mentoring relationships with IPLI principals;
- Sustain meaningful conversations, ask tough questions, and support each principal "at" and "away from" the seminars. As information is shared, either by guest speakers at seminars or through sharing of reflections, mentors will help principals process that information into meaningful, useable knowledge;
- Resist the temptation to be the solution to any issue, rather, provide a basis for finding solutions and revealing underlying principles, research, or theories that can guide any decision;
- Build trust among the members of their focus-cohorts and keep those groups engaged in seminar activities;
- Report to the Director any issues or circumstances that may prevent participants from being successful;
- Collaborate with other mentors to ensure constancy of purpose within the institute;
- Work with the Director and other mentors to create materials and resources for the institute;
- Collaborate with the Director and other mentors to maintain a presence on social and professional (Internet) media; and
- Maintain a strong reputation in the field and not compromise the integrity of the Institute or other staff members or participants of the Institute.

► MENTOR REQUIREMENTS

Mentors shall be required to:

- Complete mentor training;
- Attend all seminar planning meetings (held the day/evening prior to the seminar);
- Attend all seminars;
- Attend post-seminar meetings normally held immediately following the conclusion of the seminar;
- Arrange and conduct five (5) regional focus-cohort meetings (August, October, February, March, and May/June);
- Maintain regular contact with their focus-cohort members throughout the two years. It is expected that the mentors be in contact with their focus-cohort members at least once per week;
- Complete a minimum of two (2) site visits per year to each focus-cohort member's school (Fall/Spring);

- Write at least one blog post for the IPLI website each year;
- Aid in the development of IPLI resources to support principals; and
- Complete reports as required. (See Appendix A)

► MENTOR QUALIFICATIONS

- Completion of IPLI is preferred;
- A minimum of five years of successful experience as a building principal in Indiana is preferred;
- No individual shall serve as a mentor if more than five years have elapsed since his or her last date of service as a principal in an Indiana school, or service in some other educational capacity, that routinely requires daily interaction with principals and familiarity with the issues and challenges they face. Evidence of the latter type of service shall be a contract, job description, or other document submitted with mentor application materials;
- A mentor may work with a principal in his/her own district, but the mentor may not be the principal's evaluator or supervisor;
- A mentor must have access to a computer or electronic device capable of downloading and sharing documents from the IPLI website; and
- A mentor must be able to communicate electronically via social media or professional (Internet) media platforms.

► APPOINTMENT/REMOVAL OF MENTORS

Mentors will be appointed by the Director and can be removed by the Director if a situation merits such actions. Upon removal of a mentor, the Director will consult with the ISU Department of Educational Leadership liaison to find an acceptable replacement. The Director will assume the duties of a removed mentor until a replacement has been employed.

► MENTOR STIPEND

IPLI Mentors will receive a yearly stipend of $1,000 for each principal served. In addition, IPLI pays for the following for both years:

- Membership in the Indiana Association of School Principals (IASP), which includes registration to the Ed Leaders Network;
- Registration for the IASP Fall Professionals Conference;
- Mileage reimbursement for travel for mentor trainings; seminars, site visits, and focus-cohort meetings; and
- Hotel costs for the summer seminar and IPLI mentor planning meetings (day/night before the seminars).

► GHOST EMPLOYMENT

Mentors must work with their superintendents and school boards to determine how their involvement with this institute may conflict with board policies. The institute makes no claims toward that process. The following suggestions have been made from the Indiana School Boards Association:

1. If they have a district policy concerning working with a government agency, that is the best option. We might even suggest the mentors consider asking their districts to adopt such a policy. Language from IC- 35-44.1-1-3 should assist writing this policy.
2. If they have personal or vacation days available, then this is the second best option.
3. Last would be to have the district deduct their per diem for each full day they mentor and are paid by IPLI.

In addition, districts may consider involvement with IPLI as part of the mentor's professional development and allow use of professional development days for this work.

► MENTOR SELECTION

An overview of the roles and responsibilities of an IPLI mentor and the application and selection processes are available from late-November to February 15 on the IPLI website at www.indianapli.org. (See Appendix B).

The application process for mentors for IPLI consists of two phases. Phase one is nomination by an individual that has knowledge of the prospective mentor's leadership and mentoring skills. Phase two is completion of the *Mentor Application Packet*. Selection decisions will be made at the sole discretion of IPLI and its Mentor Selection Committee once all application materials are submitted.

Nominations: Beginning in late November, IPLI will start taking nominations for mentor positions. Superintendents, district-level administrators, principals, and other colleagues who are knowledgeable about the prospective mentor's leadership and mentoring skills may nominate an individual to be an IPLI Mentor. To nominate an individual, complete the *Mentor Nomination Form* on the IPLI website (www.indianapli.org) and submit electronically to IPLI.

Application: Once a nomination is received, the nominee will receive (via email) an application to complete. A completed application consists of:

- A letter of interest: A letter of interest should contain information on why being an IPLI Mentor interests the nominee and why his/her skills and experiences would be an asset to IPLI.
- Completed *IPLI Mentor Application.*
- Current resume.
- Evidence of valid Indiana administrative license.

Application Review: All mentor applications will initially be reviewed by the Director of IPLI to ensure the applicant has met all eligibility criteria. Applicants not meeting the criteria will be notified electronically by the IPLI Director.

Selection: Applicants meeting criteria will then be reviewed by the IPLI Mentor Selection Committee which consists of two current IPLI Mentors, the IPLI Director, a representative from the IPLI Advisory Board, and the ISU Department of Educational Leadership IPLI liaison. In addition to assessing the quality of each mentor applicant and his/her ability to mentor, reviewers will take into consideration the needs of each new cohort including geographical location and building-level needs. Applicants may be asked to interview with the IPLI Mentor Selection Committee. Applicants will be notified electronically by the IPLI Director regarding the outcome of the review.

Tentative Mentor Selection Timeline:

- Nominations due by February 1;
- Nominee applications due by February 15; and
- Notification by mid-to-late April.

SEMINARS

The Indiana Principal Leadership Institute will be composed of five annual seminars. The Summer Seminar occurs over two days, typically in mid-July on the Indiana State University campus. Additional seminars will occur twice each semester for one day each:

- September - Held at the Lawrence Township Education & Community Center, 6501 Sunnyside Road, Indianapolis, IN 46236;
- November - In conjunction with the IASP Fall Professionals Conference held at the Indianapolis Downtown Marriott;
- January - Held at the Lawrence Township Education & Community Center, 6501 Sunnyside Road, Indianapolis, IN 46236; and
- April - Held at the Lawrence Township Education & Community Center, 6501 Sunnyside Road, Indianapolis, IN 46236.

The purpose of each seminar will be to:

- Provide a forum by which reflections can be made more useful to each participant;
- Provide focus-cohorts time to build social capital and to foster collaboration;
- Invite speakers with national reputations to engage the participants in thoughtful activities relevant to the mission of the institute;
- To re-engage the participants in issues from across the state; and
- To build a network of support that will exist beyond the institute experience.

Typically, each seminar will be designed to consume much of one day and are currently scheduled on Tuesdays for the second-year cohort and Wednesdays for the first-year cohorts, starting at 9:00 a.m. and finishing by 3:30 p.m. The day will provide time for focus-cohorts to share reflections within their groups and then whole-group discussions will allow those small-group findings to be accessible to all participants.

Seminars will also feature guest speakers to inspire and engage the participants with thoughtful insights and ideas to support their professional growth. As the institute gets into the second year, a subtle transition will occur as the focus shifts from the individual principal to the principal's school. During the second year, principals will be asked to invite two (2) teacher-leaders from their schools to share in the experiences.

► AGENDA FRAMEWORK FOR SEMINARS

Each seminar will bring all Institute participants to a central location, to include principal participants, mentors, researchers, the Director, and available IPLI Design Team Members, Leadership Team, and Advisory Board members. The following framework has been designed to provide a universal set of routines by which attendees can anticipate events and plan accordingly. Special occasions may cause some deviation from this framework.

The summer, two-day seminars will follow a similar framework with three (3) guest speakers. The evening of the first day will be a working dinner. The second day of the summer seminar will conclude by 4:00 p.m. Mentors will stay an additional hour after each seminar to debrief and plan.

Year 1		Year 2	
8:30 a.m.	Breakfast & Fellowship	8:30 a.m.	Breakfast & Fellowship
9:00 a.m.	Welcome, Introductions & Agenda Review	9:00 a.m.	Welcome, Introductions & Agenda Review
9:15 a.m.	Keynote & Reflection Activities	9:15 a.m.	Keynote & Reflection Activities
11:30 a.m.	Working Lunch	11:30 a.m.	Working Lunch
12:15 p.m.	Keynote & Reflection Activity	12:15 p.m.	Keynote & Reflection Activity
1:30 p.m.	Building-level Meetings	2:30 p.m.	SIP Team Meetings
2:30 p.m.	Regional Focus-Cohort Meetings		
3:30 p.m.	Closing Activities	3:30 p.m.	Closing Activities

ASSESSMENT OF PARTICIPANTS AND THE INSTITUTE

► ASSESSMENT OF PARTICIPANTS AND SCHOOLS

Throughout the two-year experience, principals will be asked to collect data about themselves and their schools. Below is a list of IPLI Survey Tools and a timeline for administration.

Year 1	Assessment	Who Completes
May/June *(after acceptance to IPLI)*	Leadership Standards Assessment	• Principal • Teachers
	School Culture Survey	• Principal • Teachers
September	Dweck Mindset Assessment	• Principal
	Kafale—50 Critical Questions	• Principal
Year 2	**Assessment**	**Who Completes**
May/June	High Reliability Schools™ Survey Level 1	Required • School Administration • Teachers
		Optional • Students • Parents • Community
August/September	High Reliability Schools™ Survey Level 2	Required • School Administration • Teachers
October/November	High Reliability Schools™ Survey Level 3	Required • School Administration • Teachers

As we matriculate through the two-year experience, principals will learn the art of action research. Through the process of self-assessment, each participant will be able to determine the pace and magnitude of their growth. With participant's permission, those data may be shared with their focus-cohort members and the mentor. Individuals lacking in any aspect of what comes to be expected will be counseled with the Mentor and the Director to determine if there is a need to continue or withdraw from the institute.

While it is our goal is to increase the leadership capacity of each participant, we hope to ultimately increase the school's learning capacity. An increase in the learning capacity of a school may take a few years to manifest. Organizational learning capacity is assumed to be linked to student achievement. While current research does not find strong support for links between principal effectiveness and student achievement, we hope to confirm that link with this institute. What we do here should

eventually improve participants' schools in ways that matter to Indiana citizens.

IPLI is not involved in the accrediting of schools. Indiana allows schools accreditation choice. Schools may elect to pursue accreditation through a recognized regional or national accrediting agency (AdvancEd, ACSI, CSI, ISACS, NLSA, etc.) or with the Indiana Department of Education. All school data collected as part of IPLI are used to assist in the development of an improvement plan, not for accreditation purposes.

► ASSESSMENT OF THE INSTITUTE

As we consider building-level data as criteria to determine eligibility for participants, these same criteria will serve as dependent variables when evaluating the effectiveness of the IPLI. An external evaluator along with graduate assistants will collect data from participants and their schools, along with observations from seminars. In addition, exit surveys will be administered.

The time it takes for any school to improve can be difficult to determine, thus case study research will also take place as these schools move forward. We hope to build a strong case for each school two to three years after completing IPLI.

Past academies dedicated to the professional development of principals in Indiana have been successful, yet limited in their ability to evidence success beyond anecdotal testimonies. It is our intent to take this institute beyond a "feel good" experience and provide empirical evidence of its impact. These assessments will be part of the annual report when valid data are available.

►ANNUAL REPORT

An annual report shall provide a framework for annual Advisory Board meetings and serve as items to be presented to the Indiana legislature and current ISU President each summer. The content of that report shall include:

- A summary of the activities of the Institute;
- Data on the number of individuals trained;
- An analysis of the extent to which the purposes of the institute have been accomplished;
- A proposal for a program and budget for the two (2) years following the year that is the subject of the report; and
- Short-term and long-term vision for the institute.

The most current report will be posted on the IPLI website (www.indianapli.org) and made available to the public.

►IMPACT REPORT

Each winter, IPLI will publish a brief *Impact Report* highlighting the Institute's yearly activities and accomplishments. Copies of the report will be distributed to every legislator and appropriate constituencies. The *IPLI Impact Report* will also serve as a marketing and recruiting tool for IPLI as well as an informational document for communication purposes.

SELECTION OF PRINCIPALS

► APPLICANT ELIGIBILITY

According to the Indiana Code (IC 21-41-11), "To be eligible for admission to the Institute, a participant must be a practicing public school principal for a public school located in Indiana. Admission preference must be given to those school principals who have at least three (3) years of administrative experience in Indiana public schools and intend to continue as public school principals."

► APPLICATION PROCESS

Before completing the application, the principal and nominating superintendent or district-level supervisor should review the cohort information packet provided online at www.indianapli.org. (See Appendix C).

The application consists of two parts. Part 1 is the official online application and is to be completed by the principal. Part 2 is the nomination form and is completed by the superintendent/district-level supervisor. The steps for applying are as follows:

- Principal completes Part 1 of the electronic application. After verifying all information is complete, the principal will "submit" the application;
- The Superintendent/District-level supervisor will immediately receive an email with directions to complete Part 2 -- the nomination form. The Superintendent completes and then "submits."

► SELECTION OF PARTICIPANTS

All applications will initially be reviewed by the Director of IPLI to ensure each applicant has met the eligibility criteria (see "Applicant Eligibility" above). Applicants not meeting the criteria will be notified via email by the IPLI Director. Applicants meeting criteria will then be reviewed by the IPLI Cohort Selection Committee which consists of two IPLI Mentors, the IPLI Director, a representative from the IPLI Advisory Board, and the ISU Department of Educational Leadership IPLI liaison. Selection of principals for the newest cohort will be made by late March, and both the superintendent/district-level supervisor and the principal will be notified electronically.

PARTICIPANT COMMITMENT

There will be an expectation of participants being engaged in Institute activities for no less than 40 hours per semester. This has been established to accommodate those who choose to gain graduate university credit for this experience. Thus, focus-cohorts will meet regionally each month with their mentors to share progress reports and research findings. Mentors will make weekly contact with each principal in their focus-cohorts. Additionally, all principals and mentors will attend five seminar days each year of the two-year commitment.

Each participant will develop a *Personal Improvement Plan* to be facilitated through the use of action research methods. These plans will serve as frameworks by which collaborative discussions will occur. Individuals who are not present at seminars or who do not engage in reflection within their focus-cohort will not be successful. Each principal will be expected to attend each seminar. Principals will be expected to participate in seminar activities, complete assignments away from seminars, assist in the data collection of their schools, and build a small team of teacher-leaders at their schools to help support a *School Improvement Plan*.

► GRADUATE CREDIT

Participants may gain 12 units of graduate credit through the Extended Learning office at ISU at a reduced tuition rate. Information on how to register will be sent to participants in June.

See Appendix D for additional information.

► PROFESSIONAL GROWTH PLAN (PGP) POINTS

IPLI mentors and principals with five- or ten-year licenses can receive 90 PGP points for the two-year program. At the end of each year, IPLI will issue a certificate with the number of PGP points earned (45 each year based on attendance/participation) to each participant. This certificate may be used as verification to renew a license through the individual's LVIS account.

Teacher's participating in year two of IPLI will receive the following PGP points for participation in the IPLI Seminars:

- Summer Seminar Day 1: 6 PGP Points
- Summer Seminar Day 2: 6 PGP Points
- September Seminar: 6 PGP Points
- January Seminar: 6 PGP Points
- April Seminar: 6 PGP Points

In early June, IPLI will issue a certificate with the number of PGP points earned. Individual principals can award additional points to teachers for other activities and leadership roles (e.g., chair of school improvement team, PLC team leader, etc.).

► **IMAP**

New Principals/1st Year Principal/1st Year IMAP/1st Year IPLI: The two-year IPLI program fulfills the requirements for IMAP. New principals should NOT enroll in IMAP. This will avoid confusion with the Moodle assessment. At the end of IPLI (2 years), IPLI will issue a certificate of completion. This certificate can be used in place of the Moodle report card that is requested when a principal goes to convert, not renew, his/her IP license to the five-year PP license. Individuals will also need to submit the Individual Development Summary Form that must be signed by the principal's mentor at the end of the two year program (http://www.doe.in.gov/sites/default/files/licensing/individual-development-plan-summary.pdf).

2nd Year Principal/Second Year IMAP/1st Year IPLI: IMAP requires a two-year period of mentorship. Because the principal has not completed two years of IPLI, he/she will need to renew his/her initial certificate by going to LVIS portal (http://www.doe.in.gov/licensing/lvis), logging in, and requesting to renew initial license. When it asks for a reason, simply state, "I have not completed IMAP at this time."

The initial license will be renewed. At the end of year two, IPLI will issue a certificate of completion. This certificate can be used in place of the Moodle report card that is requested when a principal goes to convert, not renew, his/her IP license to the five year PP license. Individuals will also need to submit the Individual Development Summary Form that must be signed by the principal's mentor at the end of the two year program (http://www.doe.in.gov/sites/default/files/licensing/individual-development-plan-summary.pdf).

CORPORATION COMMITMENT

A one-time financial contribution from the corporation of $1000 will provide motivation for the principal to participate with fidelity and integrity, and it demonstrates corporation willingness to support the principal. This is a two-year institute with multiple assurances required of the participant. Nominating a principal implies the superintendent and school board believe this principal has the potential to improve their school and are willing to provide the support necessary for change to occur.

GOVERNANCE & BYLAWS *(Indiana Senate Enrolled Act 0402; Public Law 253)*

► ADVISORY BOARD

The Advisory Board will be selected by a process that allows the greatest representation from all regions of the state. Board members will serve four-year terms, commencing May 1. Should a member leave the board prior to term expiration, a replacement will be selected to complete that term.

The Advisory Board shall be composed of the following:

Eight (8) members appointed by the president of Indiana State University, and one (1) member appointed by the state superintendent of public instruction. Each of the following groups must be represented by at least one (1) member of the Advisory Board:

- Practicing public school principals;
- Members of the Indiana General Assembly;
- Experts in administration, supervision, curriculum development, or evaluation who are members of the faculty of a state supported university;
- Practicing school superintendents;
- Parents of public school age children;
- Practicing public school teachers; and
- Members of the business or industry community.

The group will meet twice annually, once in the fall and once in the spring. Robert's Rules of Order shall be the authority on all questions of procedure. The location, date, and time shall be determined by the Board Chairperson and provided to board members. Special meetings may be convened to address issues pertaining to personnel. These special meetings may be conducted using electronic media. A quorum will consist of seven members and the Director. Minutes shall be taken by the administrative assistant. Should a member miss meetings often they will be replaced, with the new member completing that term.

The primary charge for the Advisory Board is to provide the Director perspectives from various constituencies of the state regarding matters that are relevant to the IPLI.

The Advisory Board shall:

1) Annually elect a chairperson;
2) Advise the Director about the curriculum of the Institute;
3) Review the plan developed by the Director;
4) Approve an evaluation plan for the Institute;
5) Review the Director's plan for continuing education;
6) Review the Institute budget and make recommendations to the Director;

7) Set criteria for the selection of Institute participants;
8) Review the operation of the Institute and make recommendations to the Director;
9) Assist the Director in compiling the annual report for submission to the general assembly;
10) Consider coordinating the programs and curriculum offered at the Institute with the programs and curriculum required in principal certification programs offered at postsecondary educational institutions in Indiana; and
11) Complete other tasks requested of the Advisory Board by the president of the university or the Director.

Current Advisory Board Members

Groups	Board Members	
State Superintendent appointment	**Kelly Wittman** Chief Academic Officer Indiana Department of Education	
Practicing public school principals	**Mike Pinto** Principal James Cole Elementary School Tippecanoe School Corporation	**Shawn Wright-Browner** Director/Principal J. Everett Light Career Center MSD Washington Township
Members of the General Assembly	**The Honorable Andy Zay** 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** Professor, Dept. of Educational Leadership Indiana State University	
Practicing school superintendents	**Dr. Paul Kaiser** Superintendent Beech Grove City Schools	
Parents of public-school-age children	**Dr. David Hoffert** Superintendent Warsaw Community Schools	
Practicing public school teachers	**Zachary Waggoner** Cedar Hall Community School	
Members of the business or industry community	**Rick Burger** Government & Community Relations Manager Duke Energy	
Others:	**Dr. Todd Bess** Executive Director Indiana Association of School Principals **Dr. John. T. Coopman** Executive Director Indiana Association of Public School Superintendents **Greg Goode** Government Relations Executive Director Indiana State University **Senator Jon Ford** Indiana State Senator	

► DIRECTOR

The Director provides leadership for all aspects of the IPLI, insuring fidelity of resource acquisition and expenditures, supervising personnel behaviors, coordination of activities with other organizations, universities, and the Advisory Board. The Director shall oversee the effective and efficient running of all operations of the institute, to include issues related to:

- Personnel decisions regarding mentors, administrative assistants, and participants;
- Financial disbursements, balances, and compliance with ISU and state policies;
- All seminar functions to include planning, logistics, special guests, opening and closing each seminar;
- Mentors;
- Focus-cohort regional meetings;
- Matters concerning the Advisory Board and meetings;
- Drafting reports for Advisory Board and the Indiana General Assembly;
- Proposal writing to further development of additional institutes;
- Working with ISU legislative liaison with matters related to that office;
- Maintaining a strong reputation and relevance of IPLI;
- Assessment of IPLI, working with the external evaluator;
- Marketing IPLI;
- Recruitment of participants, mentors, Advisory Board members, as needed;
- Moving the state model toward a national model;
- Attending, presenting, and recruiting at relevant conferences;
- Assignments of graduate assistants;
- Providing updates at EDLR, K-12 monthly meetings; and
- Insuring the institute and its employees abide by IPLI rules and bylaws.

The Director is appointed by the Advisory Board and can be removed by the Advisory Board if situations merit such decisions. In the event of a removal, the Advisory Board will conduct a meeting as soon as possible to hear evidence and make a determination. The K-12 faculty liaison of the EDLR department at ISU will serve as Interim Director when that office is vacant.

► PROGRAM COORDINATOR

Working closely with the Director, the Program Coordinator supports the development and implementation of IPLI. Under limited supervision, this position coordinates a variety of complex activities working with University personnel and external constituencies. The Program Coordinator also manages the budget and overall marketing and communication for IPLI and coordinates the scheduling and execution of IPLI events on- and off-campus.

The Program Coordinator shall maintain the IPLI office and confer with EDLR administrative assistants as needed to insure compliance with ISU policies and coordination with EDLR events and personnel.

► PART-TIME ADMINISTRATIVE ASSISTANT (AS NEEDED)

The part-time Administrative Assistant (as needed) shall provide clerical services to the Director and Program Coordinator to include assisting with any of the Director and Program Coordinator duties previously listed or additional duties, such as:

- Reception duties;
- Seminar duties;
- Working with ISU departments to insure compliance of university policies;
- Oversight of equipment maintenance and material needs;
- Maintain an aesthetically pleasing office and meeting places; and
- Maintenance of all relevant records and documents.

► LEADERSHIP TEAM

Created in 2018, the mission of the IPLI Leadership team is to assist the Director in the growth and leadership of IPLI in order to provide Indiana principals with high-quality professional development that allows them to increase their personal leadership capacities as well as the learning capacities of their schools. The vision of the IPLI Leadership team is to build an exemplary learning community for Indiana school principals.

Selection of Team Members

The team shall consist of four (4) to six (6) experienced mentors selected by the Director, Program Coordinator, and the ISU Department of Educational Leadership IPLI liaison.

Team Roles & Responsibilities

- Assist the Director in continued development of IPLI;
- Assume responsibilities for teaching and guiding mentors and principals through the action research process;
- Work with the Director to develop and implement yearly recruitment plans;
- Work with the Director to develop and implement communication, marketing, and lobbying plans;
- Work with the Director to develop leadership capacity within IPLI;
- Work with the Director to develop a post-graduation program for IPLI principals.

Individual Roles & Responsibilities

- Take a balcony view of IPLI;
- Be a role model for mentors;
- Take on various leadership roles such as leading sessions, introducing speakers, stepping in where needed, etc.
- Take an active role in IPLI recruitment;
- Take an active role in IPLI advocacy, especially with legislators.

Stipend

For his or her work on the IPLI Leadership Team, each member will receive an annual stipend to be determined by the Director.

► COMMITTEES

The Director may convene ad hoc committees for the purpose of providing the Advisory Board information relevant to a decision, amendment, or venture. These committees shall be composed of a combination of board members and external individuals who may contribute information relevant to the issue.

► REMOVAL OF AN OFFICER

The following procedure shall be used to dismiss any officer, those being Advisory Board members or Director:

a. Any officer may notify the Director (EDLR liaison if Director is involved) of a situation warranting removal;
b. The Director shall issue in written communication (to include email) to the officer in question concerning the reason for removal;
c. If the situation does not improve in a reasonable time, or if the situation involves an infraction of law or moral code, the Director shall bring the issue to the president of ISU;
d. If removal of the officer is necessary, the president of ISU will send a registered letter announcing the officer's removal from office, which becomes effective immediately;
e. The K-12 faculty liaison of the EDLR department at ISU will serve as interim Director when that office is vacant.

► DISCRIMINATION AND HARRASSMENT POLICY

The Indiana Principal Leadership Institute is housed at Indiana State University in the Bayh College of Education.

Indiana State University does not discriminate on the basis of: age, disability, genetic information, national origin, pregnancy, race/color, religion, sex, gender identity or expression, sexual orientation, veteran status, or any other class protected by federal and state statutes.

Indiana State University and the Indiana Principal Leadership Institute is committed to providing equal opportunity in education and employment for all. Discrimination based upon any protected class is strictly prohibited. All complaints of discrimination should be directed to:

Assistant Vice President of Equal Opportunity and Title IX Director
Equal Opportunity and Title IX Office
Rankin Hall, Room 426
Indiana State University
Terre Haute, IN 47809
(812) 237-8954
ISU-equalopportunity-titleix@mail.indstate.edu

WEBSITE AND SOCIAL MEDIA OUTLETS

The Indiana Principal Leadership Institute website will be maintained by the Program Coordinator, housed at ISU, and is available at www.indianapli.org. Other social media outlets include Twitter at @INPLI and Facebook at "Indiana Principal Leadership Institute." The primary purpose of these media outlets will be to provide for visitors, future participants, current participants, and other school leaders a venue of best practices in school leadership and improvement. It will also serve to keep the community informed of what activities IPLI is engaged in, future events, evaluation of the program, annual report, current research projects, and participant/personnel information.

IPLI STRUCTURE: YEAR 1

Year one for the principals begins with the two-day summer seminar. Four additional day-long seminars will be held in September, November, January, and April. Mentors will meet monthly with their regional focus-cohort groups. It is expected that principals and mentors attend each seminar. The following describes general activities relevant to each seminar during year one. Some topics may shift as critical federal and state issues emerge.

July Seminar: 2-day Seminar, focused on the following outcomes, participants will:

- Learn about the Institute mission and goals;
- Learn best practice regarding data collection, analyzing results, setting goals, initiating action, and reflecting on those actions;
- Meet their mentors, plan future regional meetings, and learn about each other;
- Engage in discussions led by guest speakers relevant to school success, and
- Develop their first personal improvement plan/action research plan.

September Seminar: 1-day Seminar, focused on the following outcomes, participants will:

- Engage in discussions led by guest speakers relevant to improving leadership skills, teacher effectiveness, and school culture;
- Share progress reports and research findings, and
- Build on their personal improvement plans/action research plans.

November Seminar: 1-day IASP State Conference, in Indianapolis focused on the following outcomes, participants will:

- Engage in discussions led by guest speakers relevant to leadership and community issues;
- Share progress reports and research findings, and
- Build on their personal improvement plans/action research plans.

January Seminar: 1-day Seminar, focused on the following outcomes, participants will:

- Engage in discussions led by guest speakers relevant to school leadership;
- Share progress reports and research findings; and
- Build on their personal improvement plans/action research plans.

April Seminar: 1-day Seminar, focused on the following outcomes, participants will:

- Engage in discussions led by guest speakers relevant to school change and leadership teams;
- Share action research findings in the annual IPLI Action Research Showcase; and
- Build on their personal improvement plans/action research plans.

► YEAR 1 - FOCUS ON THE PRINCIPAL

Month	Focus/Activities	Speakers
July: 2 days	2-Day Summer Seminar: • Understanding action research • Leadership development • Regional focus-cohort meetings	• Linda Marrs-Morford/Steve Gruenert: Overview of IPLI • Leadership Keynote - TBD • Nancy Dana - Overview of Action Research & mini AR projects • Two Leadership Keynotes - TBD
August	Regional Focus-Cohort Meetings: • Share progress of mini AR projects • Hot topics/issues	
September	Seminar - Focus on Principal as Instructional Leader: • Leadership development • Building-level hot topic sessions • Regional focus-cohort meetings - start developing leadership AR project	• Annette Breaux: *10-Minute Inservice* • Leadership Keynote - TBD
October	Regional Focus-Cohort Meetings: • Continued development of leadership AR project • Hot topics/issues	
November	Seminar - In conjunction with IASP Conference: • Leadership development • Attendance at conference Sunday, Monday, and Tuesday • Regional focus-cohort meetings	• IASP Leadership Keynotes: Sunday, Monday, and Tuesday - TBD • Concurrent sessions: Monday and Tuesday
December	No meetings	
January	Seminar - Focus on Principal as Instructional Leader: • Leadership development • Progress update on individual leadership action research projects • Building-level hot topics • Regional focus-cohort meetings	• Leadership Keynote - TBD • Steve Gruenert: *Selecting Year 2 Teacher-Leaders*

YEAR 1 — FOCUS ON THE PRINCIPAL (Continued)

Month	Focus/Activities	Speakers
February	Regional Focus-Cohort Meetings: • Progress report on individual leadership AR project • Hot topics / issues	
March	Regional Focus-Cohort Meetings: • Progress report on individual leadership AR project • Hot topics / issues	
April	Seminar – Action Research Showcase: • Leadership development • Understanding and shaping school culture • Each principal shares results of AR leadership project • Review of school culture data • Building-level hot topic sessions	• *AR Showcase Celebration* • Linda Marrs-Morford: Overview of IPLI Year 2 • Steve Gruenert - *School Culture*
May or June	Regional Focus-Cohort Meetings: • Selecting teacher-leaders for Year 2 • Using AR as part of continuous learning cycle for school leaders • Hot topics / issues	

IPLI STRUCTURE: YEAR 2

As year two begins for principal participants, focus-cohorts will continue to meet regionally each month with their mentors to share progress reports and research findings. Mentors will also continue to make weekly contact with each principal in their focus cohorts. The expectation that all principals and mentors attend each seminar will continue. In addition, principals will be asked to bring two (2) teacher-leaders from their schools with them to the Summer, September, January, and April seminars. These school teams will work together to study their schools and create a school improvement plan using the Marzano *High Reliability Schools™* school improvement framework. The following describes general activities relevant to each seminar for the first cohort. Some topics may shift as critical federal and state issues emerge.

July Seminar: 2-day Seminar, focused on the following outcomes, participants will:

- Bring teams from their schools to engage in school improvement planning;
- Overview of the Marzano *High Reliability School's™* school improvement framework;
- Review *High Reliability Schools™* Level 1 Leading Indicators Survey data—*Safe and Collaborative Culture*;

- Overview of Level 1 Critical Commitments for ensuring a safe and collaborative culture for ensuring effective teaching in every classroom;
- Begin development of schoolwide mini action research project;
- Share research methods and findings with year 1 principals;
- Engage in discussions led by guest speakers; and
- Meet with regional focus cohort.

September Seminar: 1-day Seminar, focused on the following outcomes, participants will:

- Review *High Reliability Schools™* Level 2 Leading Indicators Survey data—*Ensuring Effective Teaching in Every Classroom*;
- Overview of Level 2 Critical Commitments for ensuring effective teaching in every classroom;
- Engage in discussions led by a guest speaker on effective use of data;
- Share progress reports and research findings from mini Action Research project; and
- Continue development of school improvement plans with their teams.

November Seminar: 1-day IASP State Conference, in Indianapolis focused on the following outcomes, participants will:

- Engage in discussions led by guest speakers relevant to leadership, teacher evaluation and student achievement; and
- Share progress reports and research findings.

January Seminar: 1-day Seminar, focused on the following outcomes, participants will:

- Review *High Reliability Schools™* Level 3 Leading Indicators Survey data—*Guaranteed and Viable Curriculum*;
- Overview of Level 3 Critical Commitments for ensuring a guaranteed and viable curriculum;
- Engage in discussions led by a guest speaker relevant to curriculum;
- Share progress reports and research findings; and
- Continue development and implementation of school improvement plans with their teams.

April Seminar: 1-day Seminar, focused on the following outcomes, participants will:

- Share team action research findings in the annual IPLI Showcase of Schools;
- Build structures beyond the institute experience to sustain a network of support and school improvement; and
- GRADUATION ☺

► YEAR 2 - FOCUS ON THE SCHOOL

Month	Focus/Activities	Speakers
July: 2 days	Two-Day Summer Seminar: • Leadership for school improvement - principal and teacher-leaders • Critical commitments to improve schools • Analyze Level 1 HRS™ data • Share AR projects with new cohort • Mini AR SIP project	• Leadership Keynotes - TBD • Tammy Heflebower, Marzano Research, *The Journey to Becoming a Professional Learning Community - Safe and Collaborative Culture*
August	Regional Focus-Cohort Meetings: • Progress report on team mini AR projects • Analyzing data for school improvement planning • Hot topics / issues	
September	Seminar: • Share results of mini AR SIP project • Critical commitments to improve schools • Analyze Level 2 HRS™ data • Development of AR SIP project • Building-level hot topic sessions • Regional focus-cohort meetings	• Phil Warrick, Marzano Research, *The Journey to Becoming a Professional Learning Community - Ensuring Effective Teaching in Every Classroom*
October	Regional Focus-Cohort Meetings: • SIP - Where do we start? Review critical commitments • Development of AR SIP project • Hot topics/issues	
November	Seminar - In conjunction with IASP Conference: • Leadership development • Attendance at conference Sunday, Monday, and Tuesday • Regional focus-cohort meetings	• IASP Leadership Keynotes: Sunday, Monday, and Tuesday - TBD • Concurrent sessions: Monday and Tuesday
December	No Meetings	
January	Seminar: • Critical commitments to improve schools • Analyze Level 3 HRS™ data • Share progress on AR SIP project • Building-level hot topic sessions • Regional focus-cohort meetings	• Phil Warrick, Marzano Research, *The Journey to Becoming a Professional Learning Community - Guaranteed & Viable Curriculum*
February	Regional focus-cohort meetings: • Review progress of AR SIP project • Hot topics/issues	

YEAR 2 — FOCUS ON THE SCHOOL (Continued)

Month	Focus/Activities	Speakers
March	Regional focus-cohort meetings: • Review progress of AR SIP project • SIP for next year • Hot topics/issues	
April	Seminar: • Leadership development • AR SIP Project Showcase • Graduation	• Leadership Keynote - TBD
May or June	Regional focus-cohort meetings: • Bringing closure to IPLI • Celebration • Hot topics / issues	

APPENDIX A

Mentor Reporting Forms

Regional Focus Cohort Meeting Summary
On-Site Visit Summary

Regional Focus-Cohort (via Google Forms)

Mentors have been asked to meet with their focus-cohort once per month, on those months when seminars do not occur (August, October, February, March, May/June). These regional meetings should be face-to-face, located within a reasonable driving distance for focus-cohort members. These meetings should be three hours minimum in duration. The intent of having regional meetings is to provide an ongoing conversations among members of the focus-cohort, to share research project progress, and to build trusting, collegial relationships that will hopefully transcend the institute experience. This form is designed for mentors to record highlights from each meeting. If an agenda is used, please submit it and any other supporting documents to Lori at lori.davis@indstate.edu.

Date of Regional Focus-Cohort Meeting:

Length of Regional Focus-Cohort Meeting:

(Example: 3 hours, 3.5 hours, etc.)

Location of Regional Focus-Cohort Meeting:

(Example: Anywhere High School, Pleasantville, IN / Outback Steakhouse, Indianapolis, etc.)

What was discussed?

Progress on Action Research Projects/School Improvement Plans:

Successes / Concerns:

Mentor Reflection:

Check those in attendance:

(Leave blank if absent)

On-Site Visits (via Google Forms)

Mentors have been asked to visit each of their focus-cohort principals twice a year (once in the fall and once in the spring). We believe the best visits will occur face-to-face, however we also understand there will be times when this is difficult. Regardless of the format, we are providing some structure to these visits to assist those discussions. During, or immediately after, we ask each mentor to complete the following items below. These comments are to be treated as confidential and may be shared with other mentors or the Director, and should not be shared with other principals or faculty. If you have any other supporting documents, please submit to Lori at lori.davis@indstate.edu.

Principal Visited:

Date of On-Site Visit:

Duration of the On-Site Visit:

(Example: 2 hours, 1.5 hours, etc.)

Format of Visit:

(e.g., school walk-around; visited with teachers; one-on-one discussion with principal only, etc.)

Action Research Projects Progress:

Principal's Understanding of Self:

Principal's Understanding of the School:

Interaction of Principal and School:

(e.g., What appeared to be the relationship between the teachers and the principal? Principal appeared to have a strong grasp of how to work with the culture in his/her school...)

Mentor Reflection:

APPENDIX B

Mentor Information

2019 Mentor Information
2019 Mentor Nomination Form
2019 Mentor Application

401 N 7th Street, UH 213
Terre Haute, IN 47809
(812) 237-2932

www.indianapli.org
lori.davis@indstate.edu

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.

IPLI Cohort 7 (2019-2021)
Prospective Mentor Information

IPLI Framework

Mentoring is one component of the IPLI Framework. Individuals interested in becoming an IPLI Mentor are asked to read the IPLI overview - *Prospective Applicant Information,* available on the IPLI website at www.indianapli.org.

Role of the Mentor

Experiences from successful school leaders are priceless. The role of the mentors will be critical. Mentors will:

- Create, develop, and maintain effective, professional mentoring relationships with IPLI principals.
- Sustain meaningful conversations, ask tough questions, and support each principal both "at" and "away from" the seminars. As information is shared, either by guest speakers at seminars or through sharing of reflections, mentors will help principals process that information into meaningful, useable knowledge.
- Resist the temptation to be the solutions to any issue, rather, provide a basis for finding solutions and revealing underlying principles, research, or theories that can guide any decision.
- Build trust among the members of their focus-cohorts and keep those groups engaged in seminar activities.
- Report to the Director any issues or circumstances that may prevent participants from being successful.
- Collaborate with other mentors to ensure constancy of purpose within the Institute.
- Work with Director and other mentors to create materials and resources for the institute.
- Collaborate with Director and other mentors to maintain a presence on social and professional (Internet) media.
- Maintain a strong reputation in the field and not compromise the integrity of the Institute or other staff members or participants of the institute.

Position Requirements

Mentors shall be required to do the following:

- Complete mentor training (TBD);
- Attend all seminar planning meetings (held the day/evening prior to seminar);
- Attend all seminars;
- Arrange and conduct five (5) regional focus-cohort meetings (August, October, February, March, May/June);
- Maintain regular contact with their focus-cohort members throughout the two years. It is expected that the mentors be in contact with their focus-cohort members at least once per week;
- Complete a minimum of two site visits per year to each focus-cohort member's school (Fall/Spring);
- Write at least one blog post for the IPLI website each year;
- Aid in the development of IPLI resources to support principals; and
- Complete reports as required.

Mentor Qualifications

- Completion of IPLI is preferred.

- A minimum of five years successful experience as a building principal in Indiana is preferred.

- No individual shall serve as a mentor if more than five years have elapsed since his or her last date of service as a principal in an Indiana school or service in some other educational capacity that routinely requires daily interaction with principals and familiarity with the issues and challenges they face. Evidence of the latter type of service shall be a contract, job description, or other document submitted with mentor application materials.

- A mentor may work with a principal in his/her own district, but the mentor may not be the principal's evaluator or supervisor.

- A mentor must have access to a computer or electronic device capable of downloading and sharing documents from the IPLI website.

- A mentor must be able to communicate electronically via social media or professional (Internet) media platforms.

Appointment/Removal of Mentors

Mentors will be appointed by the Director and can be removed by the Director if a situation merits such actions. Upon removal of a mentor, the Director will consult with the ISU Department of Educational Leadership liaison to find an acceptable replacement. The Director will assume the duties of a removed mentor until a replacement has been employed.

Mentor Stipend

IPLI Mentors will receive a yearly stipend of $1,000 for each principal served. In addition, IPLI pays for the following for both years:

- Membership in the Indiana Association of School Principals (IASP), which includes registration to the Ed Leaders Network;
- Registration for the IASP Fall Conference;
- Mileage reimbursement for travel for mentor trainings, seminars, site visits, and focus-cohort meetings; and
- Hotel costs for the summer seminar and IPLI Mentor Planning meetings (day/night before the seminars).

Ghost Employment

Mentors must work with their school boards to determine how their involvement with this institute may conflict with board policies. The institute makes no claims toward that process. The following suggestions have been made from the Indiana School Boards Association:

1. If mentors have a district policy concerning working with a government agency, that is the best option. We might even suggest the mentors consider asking their districts to adopt such a policy. Language from IC- 35-44.1-1-3(f) should assist in writing this policy.

2. If mentors have personal or vacation days available, then this is the second best option.

3. Last would be for mentors to have the district deduct their per diem for each full day they mentor and are paid by IPLI.

In addition, districts may consider involvement with IPLI part of the mentor's professional development and allow use of professional development days for this work.

Mentor Selection

The application process for mentors for IPLI consists of two phases. Phase one is nomination by an individual that has knowledge of the prospective mentor's leadership and mentoring skills. Phase two is completion of the *Mentor Application Packet*. Selection decisions will be made at the sole discretion of IPLI and its Mentor Selection Committee once all application materials are submitted.

Nominations: Beginning November 19, 2018, IPLI will start taking nominations for mentor positions. Superintendents, district-level administrators, principals, and other colleagues that are knowledgeable about the prospective mentor's leadership and mentoring skills may nominate an individual to be an IPLI Mentor. To nominate an individual, complete the *Mentor Nomination Form* and submit electronically to lori.davis@indstate.edu. Nominations are due by **February 1, 2019**.

Application: Once a nomination is received, the nominee will receive (via email) an application to complete. Nominee applications are due by **February 15, 2019**, and should be electronically submitted to lori.davis@indstate.edu. A completed application consists of:

- A letter of interest: A letter of interest should contain information on why being an IPLI Mentor interests the nominee and why his/her skills and experience would be an asset to IPLI.
- Completed *IPLI Mentor Application.*
- Current resume.
- Evidence of valid Indiana administrative license.

Application Review: All mentor applications will initially be reviewed by the Director of IPLI to ensure the applicant has met all eligibility criteria. Applicants not meeting the criteria will be notified electronically by the IPLI Director.

Selection: Applicants meeting criteria will then be reviewed by the IPLI Mentor Selection Committee which consists of two IPLI Mentors, the IPLI Director, a representative from the IPLI Advisory Board, and the ISU Department of Educational Leadership IPLI liaison. In addition to assessing the quality of each mentor applicant and his/her ability to mentor, reviewers will take into consideration the needs of each new cohort including geographical location and building-level needs. Applicants may be asked to interview with the IPLI Mentor Selection Committee. Applicants will be notified electronically by the IPLI Director regarding the outcome of the review.

Timeline:

- **Nominations due by February 1, 2019**
- **Nominee applications due by February 15, 2018**
- **Notification by mid-to-late April 2019**

Mentor Training

Selected mentors are required to attend the one-day IPLI Mentor Training Workshop held in mid-June. In addition, mentors are required to attend the following:

- Mentor training held one day before the Summer Seminar (Year 1 Mentors: 1:00 p.m. – 8:00 p.m.; Year 2 mentors: 3:00 p.m. – 8:00 p.m.);
- Seminar planning and mentor training meetings held the evenings prior to the September, November, January, and April seminars (4:30 p.m. – 8:00 p.m.); and
- Post-seminar meetings to reflect and plan (one hour after Summer, September, November, January, and April seminars).

Mentor Support

In addition to the scheduled trainings and materials received at these trainings, the IPLI Director will send monthly electronic newsletters to support mentors' work with principals. The Director is available to provide additional support for mentors when needed.

Questions

If you have additional questions about IPLI or the mentoring component, please contact Dr. Linda Marrs-Morford, Director, at linda.marrs-morford@indstate.edu.

Cohort 7: 2019-2021 (tentative dates)

Year 1

- June 2019: (TBD) Mentor Training (Indianapolis)
- July 8, 2019: Mentor Meeting (Indiana State University)
- July 9-10, 2019: Summer Seminar (Indiana State University)
- September 24, 2019: Mentor Meeting (Indianapolis)
- September 25, 2019: Seminar (Indianapolis)
- November 24, 2019: Mentor Meeting (Indianapolis)
- November 25, 2019: Seminar in Conjunction with the Indiana Association of School Principals Fall Conference (Indianapolis)
- January 28, 2020: Mentor Meeting (Indianapolis)
- January 29, 2020: Seminar (Indianapolis)
- April 14, 2020: Mentor Meeting (Indianapolis)
- April 15, 2020: Seminar (Indianapolis)

Year 2

- June 2020 (TBD): Mentor Training (Indianapolis)
- July 14, 2020: Mentor Meeting (Indiana State University)
- July 15-16, 2020: Summer Seminar (Indiana State University)
- September 21, 2020: Mentor Meeting (Indianapolis)
- September 22, 2020: Seminar (Indianapolis)
- November 22, 2020: Mentor Meeting (Indianapolis)
- November 23, 2020: Seminar in Conjunction with the Indiana Association of School Principals Fall Conference (Indianapolis)
- January 25, 2021: Mentor Meeting (Indianapolis)
- January 26, 2021: Seminar (Indianapolis)
- April 12, 2021: Mentor Meeting (Indianapolis)
- April 13, 2021: Seminar & Graduation (Indianapolis)

In addition, each year regional focus-cohorts will meet in August, October, February, March, and May/June. Mentors will also complete two on-site visits to participants' schools – once in the fall and once in the spring each year.

Disclosure: IPLI is funded through appropriations provided by the Indiana General Assembly. The implementation of Cohort 7, scheduled to begin in July 2019 is contingent upon the continued receipt of state funds.

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COHORT 7 (2019-2021)

Mentor Nomination Form

Due by February 1, 2019

Submit completed form to lori.davis@indstate.edu

Nominator Information (Person filling out form)

Name:	
Current Position:	Email Address:
School/Organization:	
School/Organization Address, City, Zip:	
Work Phone:	Cell Phone:

Nominee Information

Name:	
Current Position:	Email Address:
School/Organization:	
School/Organization Address, City, Zip:	
Work Phone:	Cell Phone:

What is your professional relationship to the nominee?

Please rate the nominee on the following items. For each statement below, **circle** the response that best characterizes the individual, where: 1 = Poor, 2 = Fair, 3 = Good, 4 = Very Good, 5 = Excellent, U/D = Unable to Determine.

EFFECTIVE LEADERSHIP	Poor	Fair	Good	Very Good	Excellent	U/D
Demonstrates effectiveness as an instructional leader	1	2	3	4	5	U/D
Models continuous learning and reflection; is a life-long learner	1	2	3	4	5	U/D
Able to maintain sound perspective	1	2	3	4	5	U/D
Demonstrates clarity of vision	1	2	3	4	5	U/D
Demonstrates cultural competence	1	2	3	4	5	U/D
Able to describe the rationale behind his/her thought processes and decisions	1	2	3	4	5	U/D
Uses a variety of social media platforms to enhance practice	1	2	3	4	5	U/D
Demonstrates high levels of professionalism	1	2	3	4	5	U/D
Builds relationships with all school constituencies	1	2	3	4	5	U/D
Effectively and respectfully communicates with all school constituencies	1	2	3	4	5	U/D
Is a positive force for his/her school/district	1	2	3	4	5	U/D
ETHICAL LEADERSHIP	**Poor**	**Fair**	**Good**	**Very Good**	**Excellent**	**U/D**
Is honest	1	2	3	4	5	U/D
Is highly regarded, with a reputation for exemplary character	1	2	3	4	5	U/D
Makes the education and well-being of students the fundamental value of all decision making	1	2	3	4	5	U/D
Supports the principle of due process and protects the civil and human rights of all individuals	1	2	3	4	5	U/D
MENTORING SKILLS	**Poor**	**Fair**	**Good**	**Very Good**	**Excellent**	**U/D**
Is willing and eager to mentor principals	1	2	3	4	5	U/D
Is able to ask the right questions rather than provide the right answers	1	2	3	4	5	U/D
Is secure enough in self to accept other ways of doing things	1	2	3	4	5	U/D
Listens well and can serve as a sounding board	1	2	3	4	5	U/D
Encourages open communications	1	2	3	4	5	U/D
Offers encouragement and builds confidence in others	1	2	3	4	5	U/D
Is able to give feedback without being judgmental	1	2	3	4	5	U/D
Is positively disposed to assist in colleagues' growth	1	2	3	4	5	U/D
Is committed to promoting reflection	1	2	3	4	5	U/D
Is generous in sharing ideas and resources	1	2	3	4	5	U/D
Is able to provide introductions and networking opportunities for principals	1	2	3	4	5	U/D

ORGANIZATIONAL / TIME MANAGEMENT	Poor	Fair	Good	Very Good	Excellent	U/D
Is organized and capable of organizing monthly meetings and effective discussions for a small group of principals	1	2	3	4	5	U/D
Is timely in the development and submission of required reports and data	1	2	3	4	5	U/D
Is capable of balancing professional and personal life	1	2	3	4	5	U/D

Please provide a statement outlining the reasons why you feel this individual will serve as an effective and credible IPLI Mentor.

Type statement here….

Disclosure: IPLI is funded through appropriations provided by the Indiana General Assembly. The implementation of Cohort 7, scheduled to begin in July 2019 is contingent upon the continued receipt of state funds.

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Terre Haute, IN 47809
(812) 237-2932

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lori.davis@indstate.edu

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Mentor Application Packet
2019-2021 Cohort 7

A completed application consists of:

- **A letter of interest**: A letter of interest should contain information on why being an IPLI Mentor interests the nominee and why his/her skills and experience would be an asset to IPLI;
- **Current resume**;
- **Evidence of valid Indiana administrative license**; and
- This completed **Mentor Application.**

Name:	
Current Position:	**Email Address:**
School/Organization:	**County:**
School/Organization Address, City, Zip:	
District:	**County:**
District Address, City, Zip:	
Work Phone:	**Cell Phone:**
Home Address, City, Zip:	

☐ **Check if previous IPLI Mentor. Which cohort?** ☐

P-12 Administrative Experience

School	District	Position	Dates of Employment

P-12 Teaching Experience

School	District	Position	Dates of Employment

List any other employment and/or experiences that you feel are relevant to this application.

Organization	Experience	Dates of Employment

Education

Degree	Major/Program	Year	Institution	Certification/Licensure

Specific Skills & Traits (e.g., specialized training, instructional coach, reading specialist, etc.)

Leadership Highlights (e.g., F to A school, implementation of PLCs, etc.)

Assurances:

- I have read and understand the role, requirements, and qualifications as outlined in the Prospective Mentor Information.
- I have checked my calendar for the next two years to ensure I am able to attend ALL mentor trainings, mentor meetings, and attend ALL seminars.
- If selected as a mentor, I will participate in the training and professional development as required and will fulfill all the duties as required and stipulated in the "Mentor Information 2019-2021 Cohort 7" publication of the Indiana Principal Leadership Institute.

☐ **Please initial the box indicating your agreement with the above listed assurances.**

Date: _____

2019-2021 Dates

Year 1	Year 2
June 2019 (TBD) - Mentor training	June 2020 (TBD) – Mentor Training
July 9-10, 2019 *(Mentor Training, July 8)*	July 15-16, 2020 *(Mentor Meeting, July 14)*
September 25, 2019 *(Mentor Meeting, Sept. 24)*	September 22, 2020 *(Mentor Meeting, Sept. 21)*
November 25, 2019 *(Mentor Meeting, Nov. 24)*	November 23, 2020 *(Mentor Meeting, Nov. 22)*
January 29, 2020 *(Mentor Meeting, Jan. 28)*	January 26, 2021 *(Mentor Meeting, Jan. 25)*
April 15, 2020 *(Mentor Meeting, April 14)*	April 13, 2021 *(Mentor Meeting, April 12)*

In addition, each year regional focus-cohorts will meet in August, October, February, March, and May/June. Mentors will also complete two on-site visits to participants' schools – once in the fall and once in the spring each year.

Professional References: Please supply contact information for three individuals who can speak to your leadership skills and ability to mentor principals.

Reference #1
Name:
Current Position:
School/District/Organization:
Address, State, Zip:
Phone (include area code):
Email:
Reference #2
Name:
Current Position:
School/District/Organization:
Address, State, Zip:
Phone (include area code):
Email:
Reference #3
Name:
Current Position:
School/District/Organization:
Address, State, Zip:
Phone (include area code):
Email:

Disclosure: IPLI is funded through appropriations provided by the Indiana General Assembly. The implementation of Cohort 7, scheduled to begin in July 2019 is contingent upon the continued receipt of state funds.

APPENDIX C

Applicant Information

IPLI Information for Prospective Applicants
IPLI Principal Application Form
IPLI Application Scoring Guide

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Terre Haute, IN 47809
(812) 237-2932

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lori.davis@indstate.edu

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IPLI COHORT 7 INFORMATION PACKET

APPLICATIONS ARE DUE BY MARCH 15, 2019

The Indiana Principal Leadership Institute is an intensive, two-year program that requires a commitment by the individual and the school district to ensure a successful experience for the participant. The following information is provided to assist the prospective applicant with a thorough understanding of the two-year Indiana Principal Leadership Institute (IPLI).

Indiana Principal Institute

Created by the Indiana General Assembly in 2013, IPLI is a byproduct of a bipartisan effort to strengthen education in our state by focusing on how to better support our principals to lead in their schools and their communities. According to the Indiana Code (IC 21-41-11), "To be eligible for admission to the Institute, a participant must be a practicing public school principal for a public school located in Indiana. Admission preference must be given to those school principals who have at least three (3) years of administrative experience in Indiana public schools and intend to continue as public school principals."

This two-year institute is designed to address the professional needs of Indiana principals with an emphasis on student success. In year one, the focus is on the principal and increasing a principal's capacity to address the current needs of his/her school, such as his or her own abilities to effect change through teacher evaluation models, student performance, community involvement, and/or shaping a strong school culture. Again, the focus will be on the principal's "capacity." Principals will collect data from their staffs about their leadership skills and the culture of their schools. With this information, principals identify key leadership skills to address using an action research model in the development of an improvement plan.

Near the mid-point of the first year, discussions will begin to drift toward building-level dynamics. While the focus will never be completely away from the individual principal, the interaction of personal and organizational capacities and goals will be addressed. In year two, principals are asked to select two teacher-leaders to join them in an intensive study of their schools using their current school improvement planning process and the Marzano High Reliability Schools™ framework. Utilizing existing school data plus the High Reliability Schools™ data, these leadership teams will study research-based practices to aid in the development of their school improvement plans utilizing an action research model.

Approximately 50 principal participants will comprise each annual institute cohort. Regional focus-cohorts of 5-6 participants will be developed, guided by trained mentors who have demonstrated successful school leadership. In addition to meeting during IPLI Seminars, these focus-cohorts will meet regionally in August, October, February, March, and May/June of each year. Additional benefits include:

- Five yearly seminars featuring nationally-recognized school leaders;
- Access to resources to support the needs of principals and their schools including those from the Marzano Research High Reliability Schools™ Network;
- Two-year membership in the Indiana Association of School Principals;
- Two-year registration for the Indiana Association of School Principals Fall Conference;
- Two-year registration for the Ed Leaders Network: An on-demand professional development website to enhance one's educational leadership – www.edleadersnetwork.org;
- 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. Completion of IPLI also fulfills IMAP requirements.

Conceptual Model

The conceptual framework for the model we use to guide this institute is grounded in theory from the literature related to leadership capacity and learning organizations. We have separated it into three parts to better understand the process: (1) the interaction of personal and organizational goals; (2) using action research to create local knowledge; and (3) using focus-cohorts as learning communities. It is through the processes of reflection, scientific inquiry, and collaboration that we intend on structuring the best professional development for principals in the nation.

- **PRINCIPAL INSTITUTE, PART 1: The Interaction of Personal and Organizational Goals**

A dysfunctional person cannot lead a functional organization. Building on the capacity of the leader in year one will provide increased capacity for the organization. A personal improvement plan will be developed by analyzing one's commitments, limitations, obligations, and external support, which influence leadership capacity. In year two, school assessments will contribute to the eventual development of the school improvement plan, which will analyze the same variables, looking through the organizational lens. As we work with principals, our ultimate goal is to improve schools toward enhanced student achievement and success. Baseline data relevant to these concepts along with building-level data and exposure to research-based strategies for improvement will help build each plan.

- **PRINCIPAL INSTITUTE, PART 2: Using Action Research to Create Local Knowledge**

A research-based approach to decision making in educational settings is imperative. The tendency not to use research can be due, in part, to educators' reluctance to deploy findings from settings unlike their own. Thus, we will teach participants to do action research. Participating principals and their teams will collect data, analyze data, apply findings, and adjust their practices as they reflect on their progress. As a result, we find that educators, in particular school leaders, own the research they create. These findings will be shared on a variety of levels so that all Indiana principals may learn from each other.

An action research model will be utilized with both the individual and building-level improvement plans. The interaction of both levels of analyses should inform the capacity of each.

- **PRINCIPAL INSTITUTE, PART 3: Focus-Cohorts as Principal Professional Learning Communities**

We believe it is powerful when leaders, who share the same issues, can meet face-to-face and share their stories. Regional focus-cohorts of 4-6 participants will be guided by a trained mentor. Within these focus-cohorts, we anticipate principals gaining a sense of trust as they become more willing to share their experiences and welcome critique from peers.

The greatest benefit of reflection is sharing with others. These small groups will also help make sense of new information presented at seminars with the guidance of their mentors. The mentor will help each focus-cohort become a support group for each principal. It is our intent for these cohorts to serve as supportive networks beyond the scope of the Institute.

Role of the Mentor

Each regional focus-cohort will be assigned a trained mentor to guide principals' work during the two-year experience. The role of the mentors will be critical; they will:

- Sustain meaningful conversations, ask tough questions, and support each principal both "at" and "away from" the seminars. As information is shared either by guest speakers at seminars or through sharing of reflections, mentors will help principals process that information into meaningful and useable knowledge.
- Resist the temptation to be the solutions to any issues; rather, provide a basis for finding solutions, revealing underlying principles, research, and theories that can guide any decision.
- Build trust among the members of their focus-cohorts and keep those groups engaged in seminar activities.
- Report to the Director any issues or circumstances that may prevent a participant from being successful.

Mentors will organize five regional focus-cohort meetings during the year (August, October, February, March, and May/June). Dates for these meetings will be determined during the 2019 Summer Seminar. In addition, mentors will maintain weekly communication with focus-cohort members and visit each principal's school two times each year.

Seminars

The Principal Institute will be composed of five annual seminars. The summer seminar is the kickoff for the Institute. This seminar will occur over two days, typically in mid-July, and will be held on the Indiana State University campus. Additional seminars will occur twice each semester for one day each, tentatively on Wednesdays during the first year and Tuesdays during the second year. The seminars are held in the Indianapolis area, beginning at 9:00 a.m. and generally end before 3:30 p.m. The purpose of each seminar will be to:

- Provide a forum by which reflections can be made more useful to each participant;
- Provide focus-cohorts time to build social capital and to foster collaboration;
- Invite speakers with national reputations to engage the participants in thoughtful activities relevant to the mission of the institute;
- Provide action research training and guidance to assist with leadership and school improvement plan development;
- Re-engage the participants in issues from across the state; and
- Build a network of support that will exist beyond the institute experience.

As the institute progresses into the second year, a subtle transition will occur as the focus shifts from the individual principal to the principal's school. During the second year, principals will be asked to invite two teacher-leaders from their schools to share in the experiences.

Assessment of Participants and Schools

To aid in the development of personal leadership plans and school improvement plans, participants will be asked to collect data about themselves as school leaders and about their schools. This will include self-assessments as well as perception surveys. Through the process of self-reflection based on these data, participants will be able to determine the pace and magnitude of their growth. These data will not be shared with the principal's evaluator(s). These data may be shared with their focus-cohort mentors. The chart on the next page identifies the survey tools we will use and the approximate time periods for administration.

While it is our goal to increase the leadership capacities of all participants, we hope to ultimately increase their schools' learning capacities. Recent research has shown that leadership and organizational learning capacity are linked to student achievement. Although an increase in the learning capacity of a school may take a few years to manifest, what we provide in the Indiana Principal Leadership Institute should eventually improve participants' schools in ways that matter to Indiana citizens. We will be looking at ISTEP+ scores for Language Arts and Math, attendance rates, graduation rates, and ECAs to serve as dependent variables - as indicators of our impact.

Participant Commitment

Each participant will develop a personal improvement plan to be facilitated through the use of action research methods. These plans will serve as frameworks by which collaborative discussions will occur. Individuals who are not present at seminars or who do not engage in reflection within their focus-cohorts will not be successful. Each principal will be expected to attend every seminar and focus-cohort meeting. Principals will be expected to participate in seminar activities, complete activities away from seminars, assist in the data collection from their schools (see list and timeline below), and build a small team of teacher-leaders at their schools to help support a school improvement plan.

IPLI Survey Tools

Year #1	Assessment	Who Completes
May/June *(after acceptance to IPLI)*	Leadership Standards Assessment	• Principal • Teachers
	School Culture Survey	• Principal • Teachers
September	Dweck Mindset Assessment	• Principal
	Kafale – 50 Critical Questions	• Principal
Year #2	**Assessment**	**Who Completes**
May/June	High Reliability Schools™ Survey Level 1	Required • School Administration • Teachers
		Optional • Students • Parents • Community
August/September	High Reliability Schools™ Survey Level 2	Required • School Administration • Teachers
October/November	High Reliability Schools™ Survey Level 3	Required • School Administration • Teachers

Corporation Commitment

A one-time financial contribution from the corporation of $1000 will provide motivation for the principal to participate with fidelity and integrity, and it will demonstrate corporation willingness to support the principal. This is a two-year institute with multiple assurances required of the participant. Nominating a principal implies the superintendent and school board believe this principal has the potential to improve his/her school; that the superintendent and school board are willing to provide the support necessary for change; and that finally, they will support, encourage, and allow data collection as needed.

Additional Commitments:

- The superintendent/immediate district-level supervisor's signature implies corporation support of the principal (and two teacher-leaders in year two), including release time for all institute seminars and focus-cohort meetings.
- Due to the intensive nature of IPLI, participants are required to attend all IPLI Seminars and regional focus-cohort meetings. **Before applying, principals should confirm that they can attend ALL seminars.** Regional focus-cohort meetings will be determined during the Summer Seminar with their mentors.
- **The corporation will assume responsibility for travel, release time, and lodging expenses for the principal in years one and two, as well as two teacher-leaders in year two.**
- The principal and corporation understand and provide permission for IPLI staff and design team members to access all IPLI school-specific perceptual and academic survey data generated by leadership, faculty, staff, and/or parents/stakeholders, during the two-year period of IPLI membership, for the purpose of tabulation and analysis in principal capacity-building or school improvement guidance and support.

*****Please note: IPLI is not involved in the accrediting of schools. Indiana allows schools accreditation choice. Schools may elect to pursue accreditation through a recognized regional or national accrediting agency (Advance Ed, ACSI, CSI, ISACS, NLSA, etc.) or with the Indiana Department of Education. All school data collected as part of IPLI are used to assist in the development of an improvement plan, not for accreditation or certification purposes.**

Calendar of Events for Cohort 7: 2019-2021

Due to the intensive nature of IPLI, participants are required to attend all IPLI Seminars and regional focus-cohort meetings. Before applying, principals should confirm that they can attend ALL seminars. Regional focus-cohort meetings will be determined during the Summer Seminar with their mentors.

The following events are scheduled to occur within the 2019-2021 timeframe, for Cohort 7:

Year 1-Seminars

- July 9-10, 2019: Summer Seminar at ISU, Terre Haute
- August 2019: Regional Focus-Cohort Meeting (TBD)
- September 25, 2019: Seminar in Indianapolis
- October 2019: Regional Focus-Cohort Meeting (TBD)
- November 25, 2019: Seminar in conjunction with the Indiana Association of School Principals Fall Conference in Indianapolis
- January 29, 2020: Seminar in Indianapolis
- February 2020: Regional Focus-Cohort Meeting (TBD)
- March 2020: Regional Focus-Cohort Meeting (TBD)
- April 15, 2020: Seminar in Indianapolis
- May/June 2020: Regional Focus-Cohort Meeting (TBD)

Year 2—Seminars

- July 15-16, 2020: Summer Seminar at ISU
- August 2020: Regional Focus-Cohort Meeting (TBD)
- September 22, 2020: Seminar in Indianapolis
- October 2020: Regional Focus-Cohort Meeting (TBD)
- November 23, 2020: Seminar in conjunction with the Indiana Association of School Principals Fall Conference in Indianapolis
- January 26, 2021: Seminar in Indianapolis
- February 2021: Regional Focus-Cohort Meeting (TBD)
- March 2021: Regional Focus-Cohort Meeting (TBD)
- April 13, 2021: Seminar in Indianapolis
- May/June 2021: Regional Focus-Cohort Meeting (TBD)

In addition to the regional focus-cohort meetings, each year mentors will complete two on-site school visits to each participant's school.

Application Process

Before completing the application, the principal and nominating superintendent or district-level supervisor should review the information provided in this packet.

The application consists of two parts. Part 1 is the official application and is to be completed by the principal. Part 2 is the nomination form and is completed by the superintendent/district-level supervisor. The steps for applying are as follows:

- Principal completes Part 1 of the electronic application. After verifying all information is complete, the principal will "submit" the application;
- The Superintendent/District-level supervisor will immediately receive an email with directions to complete Part 2 -- the nomination form. If he/she does not receive the email, please have them check the Spam or Junk Mail folder. The Superintendent completes and then "submits."

If you have any questions regarding the application process, please contact Lori Davis, IPLI Program Coordinator, at lori.davis@indstate.edu or 812-237-2932.

Selection Process

All applications will initially be reviewed by the Director of IPLI to ensure the applicant has met the eligibility criteria. According to the Indiana Code (IC 21-41-11), "To be eligible for admission to the institute, a participant must be a practicing public school principal for a public school located in Indiana. Admission preference must be given to those school principals who have at least three (3) years of administrative experience in Indiana public schools and intend to continue as public school principals."

Applicants not meeting the criteria will be notified via email by the IPLI Director. Applicants meeting criteria will then be reviewed by the IPLI Cohort 7 Selection Committee which consists of two IPLI Mentors, the IPLI Director, a representative from the IPLI Advisory Board, and the ISU Department of Educational Leadership IPLI liaison. Selection of principals for the 2019-2021 cohort will be made by March 29, 2019, and both the superintendent/district-level supervisor and the principal will be notified electronically.

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Principal Application Packet
2019-2021 Cohort 7

PART 1 --- PRINCIPAL INFORMATION --- (To be completed by principal)

Principal & School Information

First Name:	Last Name:	
School Email:	School Telephone:	
School Name:		School Number (IDOE 4-digit school #):
Street Address:		
Address Line 2:		
City:	State:	
Zip Code:	County:	

Please select all grade levels at your school:

- ☐ PK
- ☐ K
- ☐ 1st
- ☐ 2nd
- ☐ 3rd
- ☐ 4th
- ☐ 5th
- ☐ 6th
- ☐ 7th
- ☐ 8th
- ☐ 9th
- ☐ 10th
- ☐ 11th
- ☐ 12th

WORK EXPERIENCE

Current Position Title	# Years in Current Position *(count current year as full year)*:	# of Years of Principal Experience *(count current year as full year)*:

P-12 Administrative Experience (Principal, AP, Dean, etc.)
(Begin with most recent first – list up to 5.)

School	District	Position	Dates of Employment

P-12 Teaching Experience
(Begin with most recent first – list up to 5.)

School	District	Subjects/Grade Level	Dates of Employment

School Profile

Please provide the following information about your school's performance to the best of your knowledge. Academic information is available on DOE website - https://compass.doe.in.gov .

School Data	2014-2015	2015-2016	2016-2017	2017-2018
School Letter Grade				
% Pass ISTEP+ Math (3-8)				
% Pass ISTEP+ Language Arts (3-8)				
% Pass IREAD (3-8)				
% Pass ISTEP+ Language Arts (10)				
% Pass ISTEP+ Math (10)				
% Pass End of Course Assessment Math (9-12)				
% Pass End of Course Assessment English (9-12)				
% Pass End of Course Assessment Biology (9-12)				
Graduation Rate (High School)				
% Attendance				
% Low Income				
# of Discipline Referrals				
# of Suspensions				
# of Expulsions				

School Corporation Information

School Corporation Name		
School Corporation Address		
Address Line 2		
City		
Zip Code	County	Phone Number
Superintendent's Name		Superintendent's Email
District Supervisor's Name (if different than Superintendent)		
District Supervisor's Email (if different than Superintendent)		

Principal Assurances

If selected as a participant in the 2019-2021 IPLI Cohort, I agree to:

- Be committed to the overall mission of IPLI: *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.*
- Attend all IPLI seminars and focus-cohort meetings.
- Accommodate other requests by my IPLI mentor(s) including school visits, job shadowing, etc.
- Be an active participant in all IPLI activities.
- Participate in required survey data collection and provide permission for IPLI staff and design team to access all school-specific IPLI perceptual and academic survey data generated by leadership, faculty, staff, and/or parents/stakeholders during the two-year period of IPLI membership for the purpose of tabulation and analysis in principal capacity-building or school improvement guidance and support.

By electronically signing this form, you are indicating your agreement with the above listed assurances.

_____

Signature Line

STOP

This is the end of Part 1 of the application to the Indiana Principal Leadership Institute. Please be sure to review your entries.

It is now time for your Superintendent/District Level Supervisor to complete this nomination process.
Upon submission an email will be sent to your Superintendent/District Level Supervisor.

If you have any questions or concerns, please do not hesitate to contact Lori Davis, IPLI Program Coordinator at lori.davis@indstate.edu or 812-237-2932.

PART 2 --- TO BE COMPLETED BY SUPERINTENDENT OR DISTRICT-LEVEL SUPERVISOR

Name of Principal Being Nominated:	
Name of Person Completing Part 2 (Superintendent or District-Level Supervisor):	
Submitter Email:	Submitter Position:

The superintendent or immediate district-level supervisor should write a short narrative for each of the following sections describing the applicable capacity area. Please note that this information may be shared with the principal's mentor but not with the principal.

Please provide an explanation of the Principal's Strengths and Areas for Growth in the boxes below.

Leadership Capacity	**Explanation of Principal's Strengths and Areas for Growth**
Principal's ability to improve his/her school.	Describe:

School's Learning Capacity	**Description**
Culture: The degree to which faculty share the same values and beliefs.	Describe:
Principal Support: The degree to which faculty support the principal.	Describe:
Change: How does the faculty react to innovations?	Describe:
School Improvement Plan: How effective is the current plan?	Describe:

Parental Support: The degree to which parents support the school.	Describe:
Principal Support: The degree to which parents support the principal.	Describe:
Community Engagement: The degree to which the principal is out in the community.	Describe:
School Governance: How stable is the current board? To what degree do they support the school's leadership team?	Describe:
Superintendent: How much faith do you have in this principal?	Describe:

District Assurances

Superintendent or District Immediate Supervisor

If the recommended principal is selected to participate in IPLI, the district will support this individual through:

- Payment of a one-time, $1,000 fee.
- **Release time for attendance at all institute seminars and regional focus-cohort meetings for the principal in years one and two, as well as two teacher-leaders in year two.**
- **Coverage of travel and/or lodging expenses for the principal in both years and teacher-leaders in year two.**
- Support for data collection by the principal for his/her action research projects and school improvement plan.
- The School Corporation understands and provides permission for IPLI staff and design team to access all IPLI school-specific perceptual and academic survey data generated by leadership, faculty, staff, and/or parents/stakeholders, during the two-year period of IPLI membership, for the purpose of tabulation and analysis in principal capacity-building or school improvement guidance and support.
- Support for data collection by IPLI staff and external evaluator.

By electronically signing this form, you are indicating your agreement with the above listed assurances.

_____

Signature Line

Please be sure that all entries are complete before submitting the application.

Thank you for taking the time to nominate your principal. We appreciate your support of the Indiana Principal Leadership Institute.

APPLICATION DEADLINE IS MARCH 15, 2019

APPENDIX D

Graduate Credit Information

INDIANA PRINCIPALS LEADERSHIP Institute
Fast Track to the Educational Specialist (Ed.S.) Degree
Pursuit of the Ph.D. Degree

The Educational Specialist (Ed.S.) degree is presently required for the Indiana Superintendent's licensure. The IPLI program enables participants to earn up to 12 credits toward this program. These credits can also be applied toward the Ph.D. degree in Educational Administration.

IPLI participants meet the requirements for the courses through the IPLI projects. No additional work is required other than the participant enrolling in and paying for the course. Regular graduate tuition rates apply. This also requires the participant to enroll in Graduate and Professional Studies as a degree student for the Ed.S. or the Ph.D. Participants not interested in a degree but who would like to earn credits can also enroll and take the courses as a non-degree or guest student.

During the two years of IPLI, participants can earn 12 credits, six each year that can be applied to the Ed.S. or the Ph.D. degrees. These three-hour courses are as follows:

EDLR 751, Administration of School Personnel earned in the Fall Semester of Year 1,
EDLR 710, Social Foundations of Leadership earned in the Spring Semester of Year 1,
EDLR 608, School and Society, earned in the Fall Semester of Year 2, and
EDLR 683, Leadership for Learning earned in the Spring Semester of Year 2.

Participants enjoy a significantly reduced tuition rate for these courses. A special enrollment form will be made available that will both admit interested participants to the College of Graduate and Professional Studies as non-degree seeking students (unless already currently enrolled in a graduate program at ISU) and register them for the course. **The special enrollment form and payment for the course must be submitted by a specified date each semester. Applicants will not be admitted or registered unless the form and payment are submitted by the deadline. Late registration and payment will not be accepted.**

Please note…If you may be interested in applying for the Ed.S. or Ph.D. in School Administration at a later date, you are highly encouraged to enroll in the classes now. Requests to go back and pick up courses previously offered will not be allowed because of federal regulations.

Educational Specialist (Ed.S.) Degree

The Ed.S. degree is a 66-hour graduate program. Up to 39 hours can be transferred from a previously earned Master's degree or licensure program of educational administration. Only coursework with a letter grade of "B" or better can be transferred. A grade of "satisfactory" cannot be transferred unless documentation is obtained from the granting university signifying the "S" is equivalent to a "B" or better letter grade. Coursework unrelated to licensure or a degree that is older than seven years cannot be transferred. The remaining 27 hours must be taken at ISU. A minimum of

15 hours must be taken while enrolled in the Ed.S. program. An example of the Ed.S. Schedule of Study is attached to this document. Typically a student can easily complete the remaining coursework in 12 months or less to earn the degree. Information about the Ed.S. program can be found at http://coe.indstate.edu/edlr/edspecialist.htm.

Doctor of Philosophy (Ph.D.) Degree

The Ph.D. in Educational Administration is a 90-hour graduate program requiring 72 hours of graduate coursework and 18 hours of dissertation. Up to 42 graduate hours may be transferred with the remaining 30 hours taken as a part of the Ph.D. program. Transferred coursework must fit into the categories of Educational Foundations (a minimum of 15 hours), Educational Administration (a minimum of 36 hours), and Research and Theory (a minimum of 15 course hours). The four courses of 12 hours that can be earned in ILPI can be transferred into the Ph.D. program. Information about the Ph.D. program can be found at http://coe.indstate.edu/edlr/phdedadmin.htm.

How to Get Started

The best way to start is to have your transcripts analyzed. This can be done by contacting Dr. Terry McDaniel, Advisor for both the Ed.S. and Ph.D. He may be contacted at tmccdaniel@indstate.edu or 812-237-3862. He will develop a schedule of study for you to determine what courses will transfer and what courses you would need. He will also work with you to determine what program is best for you and how to pursue that program.

EDUCATIONAL SPECIALIST DEGREE **INDIANA STATE UNIVERSITY**
School Administration (Superintendent) **School of Graduate Studies**
Effective Summer 2007 ***Tentative*** **and College of Education**

Course # Description	Hrs.	When Taken	Grade	Comments
BASIC Professional Courses (15 hrs.)	*	*	*	*
CIMT 610 Research in Education **OR** EPSY 620 Foundations of Research **OR** EPSY 620 Foundations of Qualitative and Quantitative Research	3			
CIMT 611 Measure & Evaluation in Education	3			
EDLR 605 Philosophy of Education **OR** EDLR 607 History of American Education **OR** EDLR 608 School and Society	3			
EPSY 621 Development Through Lifespan	3	FALL YEAR 2		EDLR 608 Earned through IPLI
EDLR 710 Social Foundations of Leadership	3	SPRING YEAR 1		EDLR 710 Earned through IPLI
MAJOR AREA (42-45 Hours)	*	*	*	*
ELED 660 Elementary Curriculum **OR** CIMT 660 Curriculum Fundamentals	3			
ELEM 770 Curriculum Development **OR** CIMT 770 Curriculum Development	3	SPRING YEAR 2		EDLR 683 Earned through IPLI
EDLR 650 Foundations of Educational Leadership	3			
EDLR 655 Legal Aspects of School Administration	3			
EDLR 656 School & Community Relations	3			
EDLR 681 School Principalship	3			
EDLR 754 School Business Management	3			
Complete 12 hrs of campus or field option administrative internship	*	*	*	*
EDLR 758 Principal Internship	3			
EDLR 793 Seminar in Effective Practices for Principals	1 2			
EDLR 758 Principal Internship	3			
EDLR 793 Seminar in Effective Practices for Principals	3			
Leadership in School Business Affairs	*	*	*	*
EDLR 751 Administration of School Personnel	3	FALL YEAR 1		EDLR 751 Earned through IPLI
EDLR 753 Public School Finance	3			
EDLR 757 Ed. Facility Planning	3			
EDLR 759 Seminar in School Superintendency	3			
Thesis or Field Study (Option 1. or 2. – 6 Hours)	*	*	*	*
1. EDLR 790 Individual Research and Study EDLR 792 Field Research Project	3 3			
2. EDLR 799 Advanced Thesis	6	XXXXXXXX	XXX	XXXXXXXXXX

66 Minimum Hours

Date when requirements of Master's degree completed _____
Previous graduate coursework may be transferable toward Ed.S. requirements as received and approved by the EDLR department and ISU Graduate School. However the student must take (or have taken) a minimum of 27 graduate hours at ISU, at least 15 hours after admission to the Ed.S. Program. At least one semester or two five week summer terms must be spent in full session (9 hours in a semester **OR** 9 hours in summer school- consisting of EDLR 759, EDLR 790, and EDLR 792).

SCHEDULE OF STUDY APPROVAL

Submit 4 copies of the Ed.S. program to your advisor. Date submitted_____

Name _____Address _____

_____
Approved: Committee Chairperson and Advisor

_____
Approved: Dean, School of Graduate Studies

INDIANA Principal Leadership INSTITUTE