

Indiana Principal Leadership Institute

2020-2021/MAKING AN IMPACT



743+ *teachers*

have participated

with their principals

300,079

Directly Impacted Students

20,611

Directly Impacted Teachers

175

INTENSIVE

PROFESSIONAL

DEVELOPMENT HOURS

FOR EACH PRINCIPAL

464

PRINCIPALS

*Action Research
Completed*

816

PRINCIPAL-FOCUSED STUDIES

694

SCHOOL-FOCUSED STUDIES

IPLI'S SIXTH GRADUATING COHORT



A virtual graduation was held for Cohort 6 on April 14th, 2020.

LETTER FROM THE PRESIDENT AND DIRECTOR

Indiana State University and the Bayh College of Education are pleased to share the 2020-2021 Indiana Principal Leadership Institute Impact Report with you.

Created by the Indiana General Assembly in 2013, the Indiana Principal Leadership Institute (IPLI) is a byproduct of a bipartisan effort to strengthen education in our state by focusing on school principals and increasing their leadership capacities. Currently in its eighth year of operation, IPLI has directly impacted 464 practicing principals, over 18,000 teachers, and more than 275,000 students in Indiana schools.

Utilizing a reflective learning and inquiry approach, this pioneering, professional development program for principals is a model that other states look to replicate for its professionalism and innovation. In the midst of school shut downs due to COVID-19 in 2020, IPLI, like all schools and many organizations, pivoted and continued to serve Indiana principals with state-of-the-art virtual professional development. Modeling ways to deliver a high caliber curriculum virtually and safely, IPLI encouraged principals and teacher-leaders to stay the course and continued to provide the excellence in professional education we all expect. However, like the schoolhouse, a virtual environment is only a part of curriculum delivery that is a supplement to the richness of building networks and professional relationships in person that IPLI has provided in the past to propel our leaders further into the excellence of practice. As our country and our state begin to heal, IPLI is pledged to continue to grow our school leaders through a structured professional curriculum virtually until we can meet again to increase student achievement as a way to improve education in Indiana.

IPLI continues to grow with its newest initiative for graduates, IPLI Extended. Modeled after IPLI, it is a one-year program that allows participants to dig deeper into research and best practices in targeted areas to support their school practices toward excellence. In its second year, forty-eight school administrators are enrolled in Cohort 2, doubling in size from the inaugural year.

This report includes program data as well as firsthand accounts of how IPLI, IPLI Extended, and the Indiana New Administrator Leadership Institute (INALI) are creating an aligned system of leadership support for Indiana deans, assistant principals, and principals. These three programs are making a difference in the lives of not only school leaders and teachers, but all Indiana children. We look forward to another meaningful year ahead, as well as sharing widely the research, resources, and materials created through IPLI, IPLI Extended, and INALI.



Deborah J. Curtis
ISU President



Kelly Andrews
IPLI Director

Deborah J. Curtis, *President*
Indiana State University

Kelly Andrews, *Director*
Indiana Principal Leadership Institute

IPLI Cohort Data

Cohort 6 2018-2020	Cohort 7 2019-2021	Cohort 8 2020-2022
<ul style="list-style-type: none"> ➤ 49 Principals ➤ 12 Mentors 	<ul style="list-style-type: none"> ➤ 56 Principals ➤ 13 Mentors 	<ul style="list-style-type: none"> ➤ 61 Principals ➤ 14 Mentors
BUILDING LEVELS	BUILDING LEVELS	BUILDING LEVELS
<ul style="list-style-type: none"> ➤ 27 - Elementary Schools ➤ 1 - K-8 School ➤ 6 - Middle / Junior High Schools ➤ 5 - Junior / Senior High Schools ➤ 10 - High Schools 	<ul style="list-style-type: none"> ➤ 39 - Elementary Schools ➤ 7 - Middle / Junior High Schools ➤ 3 - Junior / Senior High Schools ➤ 7 - High Schools 	<ul style="list-style-type: none"> ➤ 42 - Elementary Schools ➤ 9 - Middle / Junior High Schools ➤ 4 - Junior / Senior High Schools ➤ 4 - High Schools ➤ 2 - K-12 Schools
FREE & REDUCED	FREE & REDUCED	FREE & REDUCED
<ul style="list-style-type: none"> ➤ 0.0%-19%: 5 schools ➤ 20%-29%: 3 schools ➤ 30%-39%: 8 schools ➤ 40%-49%: 12 schools ➤ 50%-59%: 3 schools ➤ 60%-69%: 9 schools ➤ 70%-79%: 3 schools ➤ 80%-89%: 3 schools ➤ 90%-100%: 2 schools 	<ul style="list-style-type: none"> ➤ 0.0%-19%: 3 schools ➤ 20%-29%: 4 schools ➤ 30%-39%: 9 schools ➤ 40%-49%: 9 schools ➤ 50%-59%: 14 schools ➤ 60%-69%: 14 schools ➤ 70%-79%: 3 schools ➤ 80%-89%: 0 schools ➤ 90%-100%: 0 schools 	<ul style="list-style-type: none"> ➤ 0.0%-19%: 1 schools ➤ 20%-29%: 5 schools ➤ 30%-39%: 9 schools ➤ 40%-49%: 10 schools ➤ 50%-59%: 12 schools ➤ 60%-69%: 7 schools ➤ 70%-79%: 8 schools ➤ 80%-89%: 6 schools ➤ 90%-100%: 3 schools
A-F ACCOUNTABILITY	A-F ACCOUNTABILITY	A-F ACCOUNTABILITY
<ul style="list-style-type: none"> ➤ A: 12 schools ➤ B: 22 schools ➤ C: 10 schools ➤ D: 0 schools ➤ F: 4 schools 	<ul style="list-style-type: none"> ➤ A: 13 schools ➤ B: 28 schools ➤ C: 10 schools ➤ D: 5 schools ➤ F: 0 schools 	<ul style="list-style-type: none"> ➤ A: 8 schools ➤ B: 23 schools ➤ C: 20 schools ➤ D: 9 schools ➤ F: 1 school

***For Cohorts 1-5 data, see previous IPLI Impact Reports or IPLI Annual Reports at www.indianapli.org.**

“IPLI and IPLI Extended has provided me with resources and opportunities to grow as an educational leader. My continued involvement helps me stay connected with current and relevant professional development, maintain vital networking, and receive timely legislative changes. All of these activities, including much more, help me do my absolute best for my community’s students.”

GRANT K. PETERS, IPLI COHORT 4, IPLI EXTENDED COHORT 1,
Principal, Greensburg Community High School,
Greensburg Community Schools

IPLI Model -

WHAT DOES IPLI LOOK LIKE?

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

VISION

The vision of the Indiana Principal Leadership Institute is to be a nationally known model of intensive professional development, building and empowering Indiana principals to create a school culture that results in improved student outcomes for all children.

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.

VALUES & BELIEFS

- Improving is a moral imperative.
- Building a professional network is a key to continuous learning.
- An effective school culture is the foundation for school improvement.
- Improvement efforts should encompass the whole child.
- Power of AR - individuals and schools conducting research.

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

ACTION RESEARCH

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

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

YEAR 1

Natalie Schneider, Principal of Crestview Elementary in Lawrence Township, created an action research project to develop a more significant coaching relationship with her teachers. She implemented frequent classroom visits and provided immediate instructional feedback. Natalie found in the data she collected that more classroom visits, providing feedback specific to instruction, and balancing feedback that is positive and giving growth opportunities were welcomed by her staff.

“IPLI has helped me to develop my leadership skills through relevant professional development opportunities and practical applications. The ongoing collaboration opportunities with colleagues from around the state of Indiana have helped me learn from others and develop fresh ideas to apply to my school’s development. As a result of my IPLI experience, I have become a reflective practitioner and a more decisive leader.”



Principal Natalie Schneider engaging with a student.

Action Research

YEAR 1 (CONTINUED)

At the secondary level, a seasoned administrator, Jen Lawyer, was assigned to Bradie Shrum Elementary this school year. Improving her leadership capacity at this level, she is taking on learning math curriculum at a lower level. Navigating opinions and an established culture towards math instruction, Jen is creating an action research project to help her gain insight into the math curriculum to educate herself more thoroughly on leading change in a new building at a new level. Data collected from stakeholder surveys will help her know if she is on the right track to building a culture of trust with her staff, students, and community.



Principal Jen Lawyer with a student at her school, Bradie Shrum Elementary School.

YEAR 2



Principal Carl Blythe with his students at Mary Castle Elementary School.

Mr. Carl Blythe is the Principal of Mary Castle Elementary School of Lawrence Township in Indianapolis. He and his staff have been piloting a new evaluation tool directly aligned with their new instructional model. Working closely with his school district to write administrative guidelines that shape the process for utilizing the new

evaluation tool has helped alleviate the evaluation process's stress as they provide structured professional development to support teaching and learning for students and staff. Mr. Blythe is looking forward to reviewing his action research results to move his school toward building a higher level of teaching and learning for his students and his staff.

"My leadership team and I continue to grow in our practice of providing feedback to teachers by learning in the process with our district administrators and consultants."

TRANSFORMATION THROUGH A HIGH RELIABILITY SCHOOLS™ MODEL

IPLI's partnership with Marzano Research opens new doors for our principals to transform their schools through learning five imperative elements of High Reliability Schools™:

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

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

DR. ROBERT MARZANO
Cofounder and CEO
Marzano Research

IPLI Principal Highlight

Nathan Boyd has taken on a new challenge this year, requesting a move back into the principalship with a school in need of improvement. Navarre Middle School in South Bend, Indiana, with a diverse population and struggling to meet academic achievement, is now led by the 2018 Indiana Principal of the Year after serving South Bend Community Schools as the Director of African American Students. Nathan is an IPLI Graduate of Cohort 2 and is serving this year as a mentor in IPLI Cohort 7.



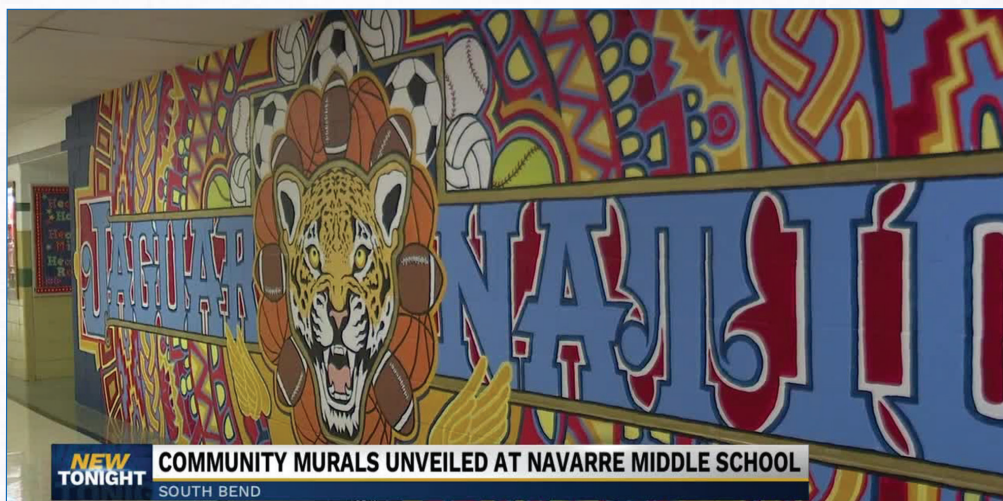
NATHAN BOYD, COHORT 7 MENTOR, IPLI COHORT 2, Principal, Navarre Middle School, South Bend Community Schools.



Nathan's work in the South Bend Empowerment Zone, a group of 5 schools with multiple years of failing grades, is all about supporting families, students, and the community to improve the educational experience for all. During the early part of this school year, when students were attending school virtually, Mr. Boyd worked with the community to create murals in his building based on community and school history to welcome his students and staff back to inspire them toward educational excellence. His care and positive energy for students and staff provide a positive culture in his

school to lay the foundation for school improvement.

Growing his practice through IPLI, Nathan states, "my greatest joy is being a principal. I am excited about the daily challenge and to serve my school district in this role. IPLI is by far the best professional development in all of my 20 years of education, assisting in growing my leadership. It has opened my world to peer networking all over the state and has propelled me to expand my learning through my Ph.D. work at Purdue University and to give back by mentoring other principals through IPLI. It is our job as leaders to keep growing our leadership capacity, particularly during these times. Fostering a culture of empowerment for our students will create the stability needed to improve our schools."



Navarre Middle School murals were painted by local artist and are located in the main, athletic, and general halls.

"Mr. Boyd has been my mentor through IPLI for the past year and a half. Some of his most remarkable qualities as our cohort leader/mentor are his sincerity and ability to listen. He begins every email and every meeting with the same question, "What I want to know is how are **YOU** doing?" He genuinely cares beyond what can be taught and learned from our books and workshops. He always wants to be the first to make sure we survive as educators, especially now during the pandemic. He takes the time to celebrate our accomplishments, gives advice on our struggles, and discusses ways to handle possible upcoming challenges. He doesn't do this collectively. He goes around to each one of us. He preaches how relationships are so meaningful and enacts that as a mentor."

ALISSA SCHNICK, IPLI COHORT 7, Principal, Westville Middle/High School, MSD of New Durham Township

OVERALL IPLI RESULTS

“There is more to accountability than measuring results; you also need to develop people’s capacity to achieve the results.” (Fullan, 2014). Recent research also suggests that it takes five years to fully stabilize and improve the teaching staff and implement complete policies and practices that positively impact the school’s performance (Center for Public Education). Notably, IPLI influences the principal’s skills and shows school improvement results in a shorter time frame with the capacity building structure.

Program exit survey results and data collected from action research projects show improvement in leadership skills and student achievement. The following table summarizes key results from IPLI cohorts 1-5 Program Exit Surveys from principals. Due to COVID-19, Cohort 6 “End of Program” data was not collected.

Survey Item	Combined Ratings
Value of overall experience	9.23/10
Overall seminar rating	8.79/10
Value of monthly regional focus-cohort meetings	8.56/10
Value of the action research projects	8.58/10
Value of including two teachers in year two	9.01/10
Value of using the High Reliability Schools™ Framework in year two	8.81/10
Quality of the mentoring relationship	9.22/10
Would recommend IPLI to other principals	100% Yes

In addition, 95% of the superintendents are responding that IPLI is having a significant impact on the leadership capacities of their principals. Nearly 100% of principals and superintendents would recommend the program to their respective colleagues.

“We see now more than any other time, the importance of growing our principals to be leaders of learners for our schools in Indiana. IPLI is building our schools’ future by refining leadership skills and instilling confidence in our principals through professional research and networking opportunities that impact student achievement and school growth. All superintendents in Indiana should invest in IPLI for their principals to grow their leadership capacity and improve their schools.” – Superintendent Brent Comer, Mitchell Community Schools

The ultimate evidence to validate the work of IPLI is the impact on student achievement in our participants’ schools. Twenty of the 56 principals in Cohort 1 increased school-level grades after one year. Due to the state-level changes in school accountability, IPLI is finding new ways to measure schools until a baseline is established. IPLI has conducted several statistical analyses on primary and secondary passing rates and graduation rates for Cohorts 1, 2, and 3 to identify differences between IPLI schools and non-IPLI schools. Preliminary findings indicated the following:

- IPLI Cohort 1 demonstrated increases in four of six measures on the statewide assessment in 2018.
- The high school level’s combined IPLI cohorts were consistently above the statewide mean on testing pass rates. Additionally, these cohorts had a higher mean graduation rate compared to the statewide average.

“I have been fortunate to be part of IPLI 4, Extended 1, and Extended 2. Each year I have been able to bring back knowledge to my school to impact staff and students directly. The principalship can be a lonely position that is void of collaboration that is so necessary for education. In being part of IPLI, I can collaborate in a professional learning environment to benefit myself and, more importantly, impact my teachers and, ultimately, students. IPLI is the most significant professional growth I have had in my years in administration. I am so thankful we continue to have IPLI Extended to learn and grow my practice as an administrator.”

STACI KNIGGA, IPLI COHORT 4,
IPLI EXTENDED COHORT 1 & 2
Principal, Central Elementary
Lawrenceburg Community School
Corporation

“In a year like no other, being a part of IPLI has meant so much more than usual. The opportunity to network with other school leaders has been invaluable in developing plans for our safe return to school. Still, the core of IPLI has also allowed us the focus to move ahead in what makes our schools successful. The speakers we’ve learned from and the instruction and resources we have received have pointed us straight to our mission and vision, giving us tools to lead our staff through the times’ turbulence. We may not be able to direct the winds, but IPLI has helped us adjust the sails!”

TERESA STUCKEY, IPLI COHORT 7,
Principal, Sugar Grove Elementary
Vigo County School Corporation

IPLI Extended

“IPLI has provided me with the most meaningful and applicable professional development I have ever had. The speakers provide real-world application of evidenced-based techniques that help all students learn and grow into successful adults. The networking that IPLI delivers is second to none, and I hope IPLI will continue to educate principals for years to come.”

**PATRICK MURPHY, COHORT 2,
IPLI EXTENDED COHORT 1 & 2**
*Principal, Milan Middle/
Intermediate Schools*

IPLI Advisory Board

- **Kelly Wittman**
*Indiana Department of
Education*
- **Mike Pinto**
*James Cole Elementary
School*
- **Shawn Wright-Browner**
*J. Everett Light Career
Center*
- **Senator Andy Zay**
- **Dr. Steve Gruenert**
Indiana State University
- **Dr. Paul Kaiser**
*Beech Grove City
Schools*
- **Dr. David Hoffert**
*Warsaw Community
Schools*
- **Elizabeth Joyce**
*Fairlawn Elementary
School*
- **Rick Burger**
Duke Energy
- **Dr. Todd Bess**
IASP
- **Dr. John T. Coopman**
IAPSS
- **Greg Goode**
Indiana State University

IPLI Extended is now in its second year with forty-eight IPLI graduates (doubling the inaugural year) purposefully seeking to extend their IPLI experience through active professional development. This formal, year-long, intensive opportunity allows participants to dig deeper into topics covered during the IPLI experience. They attend three-day-long seminars and meet in regional focus cohorts throughout the state (August, October, and February). They are matched with an experienced mentor to guide and support them throughout their journey. While topics will vary from year to year, rotation of topics is currently being considered to provide continuity. In 2020-2021, the graduates are digging deeper and extending their learning into High-Reliability Schools Level 2, Effective Teaching in Every Classroom.

What's Included?

- Three 1-Day Seminars (July, September, January) featuring nationally-recognized educational leaders
- Regional focus-cohort meetings (August, October, February)
- Access to resources to support the needs of principals and their schools
- 30 Professional Growth Plan (PGP) points for full participation

This year, they are working with Dr. Phillip Warrick from Marzano Research to implement effective teaching into their schools specifically. They will also have access to all the keynote speakers throughout the year to inspire their journey. It is expected that a continuation of their previous action research or new projects will emerge as they continue their journey to increase their leadership capacity and that of their schools.

“IPLI taught me the value of action research. A team of teacher-leaders and I researched teacher walk-throughs’ value to increase communication and collaboration on best practices with Cohort #6. I’m thankful for the opportunity to continue learning alongside other educators in IPLI



IPLI cohort 6 and IPLI Extended Cohort 2 Dawn Sonsini, Director of Elementary Education at Richmond Community Schools working closely with her teacher leaders at Northeastern Middle School during her tenure as Principal.

Extended. The professional development and guest speakers are the absolute best, not to mention the opportunity to engage in dialogue with other educators offered through regional cohort meetings. I learned something new, and I am eager to apply what I have learned. IPLI has been influential in further developing my leadership.”

**DAWN SONSINI, IPLI COHORT 6,
IPLI EXTENDED COHORT 2**
*Director of Elementary Education
Richmond Community Schools*

Indiana New Administrator Leadership Institute

The Indiana new Administrator Leadership Institute (INALI) is a program for new school deans, assistant principals, and principals. The two-year program, modeled after IPLI, was formed through a partnership with the Indiana Association of School Principals and the Indiana Association of Public School Superintendents in 2014 to meet school administrators' needs. Fifty-three principals from INALI cohorts 1-6 have or are currently participating in IPLI--evidence of the aligned system of support created for Indiana school leaders.

WHAT DOES INALI LOOK LIKE?

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



INALI Cohort 5 graduated 62 school leaders on February 5, 2020.

“INALI has provided me with a margin in my professional life that has supplied me ample time to focus on my professional development. IASP and its leadership have fostered a program in INALI that, like IPLI, provides extremely relevant professional development delivered by respected professionals in the field. I have appreciated that the seminars' content aligns with the different components of the School Leader Paradigm, which is a response to the National Association of Secondary School Principals' Building Ranks publication. It brings me a sense of pride to know that Indiana is on the cutting edge of understanding what new administrators need to succeed in the field. For me, the time spent in my regional cohort group has helped me build connections with other new administrators who I would not have had the chance to know otherwise. The periodic seminars where we have gathered have been unique in terms of networking and content. I appreciate the IASP leadership for their efforts to shepherding my cohort through the adjustments we have made due to COVID-19. I hope that the INALI and IPLI programs will continue for many years to come, and I look forward to being part of IPLI when I become a principal.”

Dan Peo, INALI Cohort 6
Assistant Principal
Wea Ridge Middle School
Tippecanoe County Schools

“Being a member of INALI has been tremendously helpful to me as a new administrator. I value the targeted professional development, collaboration opportunities, and additional layers of support. I look forward to expanding this opportunity through a long-term IASP membership in the future.”

BRE BROWN, INALI COHORT 5
Assistant Principal of Teaching and Learning
Warren Central High School
MSD Warren Township



IPLI Cohort 7 at the 2019 Summer Seminar.

“Serving as a national model for principal professional development, the Indiana Principal Leadership Institute is having an incredible influence on principals and their schools. With the bipartisan support from the Indiana General Assembly, IPLI is helping achieve our common goals of improving public schools and increasing student success.”

SENATOR ANDY ZAY

“IPLI continues to support principals and school leaders, and during our current educational landscape, serves as an anchor for leaders to collaborate and find resources in uncertain times. The IPLI model has demonstrated how sustained and integrated leadership development must occur, and IASP is a proud partner with IPLI. Together, we can contribute to the leadership fabric that is now ingrained across Indiana, which allows our principals to meet our students’ continuing needs.”

DR. TODD BESS, EXECUTIVE DIRECTOR, INDIANA ASSOCIATION OF SCHOOL PRINCIPALS

“We all know, and research reinforces the fact that leadership matters. No organization can be successful in a void of leadership. IPLI is a premier leadership institute that highlights and demonstrates the value of leadership in the school environment. In the few years that it has been in existence with the Indiana General Assemblies’ support, IPLI has strengthened the leadership in Indiana schools with research-based practices and prolific speakers and presentations that underscore the importance of strong leadership. It goes without saying, IPLI has improved education in Indiana schools with effective and strong leaders.”

DR. J.T. COOPMAN, EXECUTIVE DIRECTOR, INDIANA ASSOCIATION OF PUBLIC SCHOOL SUPERINTENDENTS



Great Principals! Great Schools!

Indiana Principal Leadership Institute
Dept. of Educational Leadership, Bayh College of Education
401 N 7th Street, UH 213, Terre Haute, Indiana 47809 / 812.237.2932 / indianapli.org

Access the 2019-2020 Legislative Report at
www.indianapli.org

 @INPLI1  indianapli.isu