



Indiana Principal Leadership Institute

2022-2023
MAKING AN
IMPACT

INDIANA
Principal Leadership
INSTITUTE



Indiana State
University

936+ *teachers*

have participated

with their principals

343,986

Directly Impacted Students

24034

Directly Impacted Teachers

175

INTENSIVE

PROFESSIONAL

DEVELOPMENT HOURS

FOR EACH PRINCIPAL

552

PRINCIPALS

*Action Research
Completed*

923

PRINCIPAL-FOCUSED STUDIES

806

SCHOOL-FOCUSED STUDIES

IPLI'S EIGHTH GRADUATING COHORT



Cohort 8 graduated on April 12, 2022.

LETTER FROM THE PRESIDENT AND DIRECTOR

Indiana State University and the Bayh College of Education are pleased to share the 2022-2023 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. IPLI has directly impacted 552 practicing principals, over 22,458+ teachers, and more than 324,554+ students in Indiana schools as we begin the 10th year of operation.

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. The IPLI Leadership Team presented at the National Association of School Principals Conference in Louisville, KY, in the Summer of 2022 and carried the *IPLI Story* to the national stage. IPLI's structured professional curriculum to increase student achievement to improve education in Indiana was shared with four interested states that see the Indiana model as innovative. In addition, IPLI plans to share the *IPLI Story* overseas in June 2023 in Seoul, South Korea as part of an ISU Exchange Program.. Living out the vision to become a nationally recognized professional development model for school leaders, IPLI continues to provide enhanced programming for Indiana school leaders, positively impacting student achievement of Indiana students.

IPLI continues to grow with its newest initiative for graduates, IPLI Extended. In its fourth year and 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. The theme for Cohort 4 is "*Leading in Times of Change.*"

This report includes program data and first-hand accounts of how IPLI, IPLI Extended, and the Indiana New Administrator Leadership Institute (INALI) create an aligned leadership support system for Indiana deans, assistant principals, and principals. These three programs are making a difference in the lives of school leaders, teachers, and all Indiana children. We look forward to another meaningful year ahead and sharing widely the research, resources, and materials created through IPLI, IPLI Extended, and INALI.



Deborah J. Curtis
ISU President



Kelly Andrews
IPLI Director

A handwritten signature in blue ink that reads "Deborah J. Curtis".

Deborah J. Curtis, *President*
Indiana State University

A handwritten signature in blue ink that reads "Kelly Andrews".

Kelly Andrews, *Director*
Indiana Principal Leadership Institute

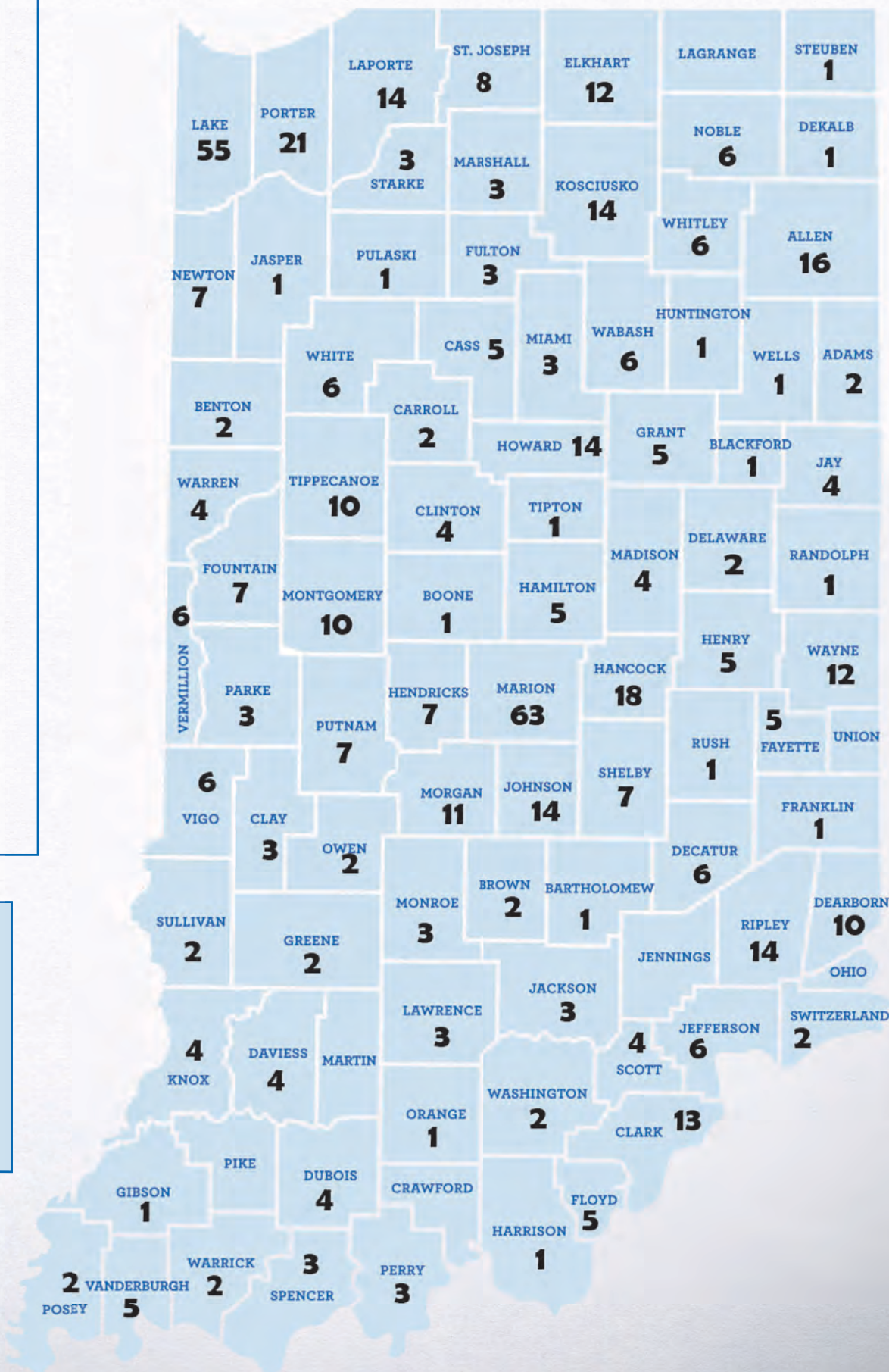
Number of IPLI Principals by County 2013-Present

IPLI Leadership Team

- **Dr. Kelly Andrews**
IPLI Director
- **Dr. Steve Gruenert**
ISU Dept. of Educational Leadership IPLI Liaison
- **Amy Linkel**
Director of Learning
K-12, Switzerland County
School Corporation
- **Mike Pinto**
Principal, James Cole
Elementary School
- **Dr. David Robertson**
Assistant Superintendent
of Elementary Education,
Warsaw Community
Schools
- **Jane Rogers**
Superintendent, Milan
Community School
Corporation
- **Dr. Brent Bokhart**
Principal, Crawfordsville
Middle School
- **Tina Noe**
Principal, Danville
Elementary

552 PRINCIPALS

320 - Elementary Schools
86 - Middle/Junior High
Schools
80 - High Schools
55 - Junior/Senior High
Schools
7 - K-12 Schools
3 - K-8 Schools
1 - 4-12 School



IPLI Cohort Data

COHORT 8 2020-2022	COHORT 9 2021-2023	COHORT 10 2022-2024
<ul style="list-style-type: none"> ◇ 64 Principals ◇ 14 Mentors 	<ul style="list-style-type: none"> ◇ 47 Principals ◇ 11 Mentors 	<ul style="list-style-type: none"> ◇ 41 Principals ◇ 10 Mentors
BUILDING LEVELS	BUILDING LEVELS	BUILDING LEVELS
<ul style="list-style-type: none"> ◇ 39 - Elementary Schools ◇ 7 - Middle/Junior High Schools ◇ 3 - Junior/Senior High Schools ◇ 7 - High Schools ◇ 2 - K-12 Schools ◇ 1 - K-8 Schools 	<ul style="list-style-type: none"> ◇ 39 - Elementary Schools ◇ 7 - Middle/Junior High Schools ◇ 3 - Junior/Senior High Schools ◇ 7 - High Schools ◇ 2 - K-12 Schools 	<ul style="list-style-type: none"> ◇ 28 - Elementary Schools ◇ 7 - Middle/Junior High Schools ◇ 2 - Junior/Senior High Schools ◇ 4 - High Schools
FREE & REDUCED	FREE & REDUCED	FREE & REDUCED
0.0%-19%: 1 school 20%-29%: 6 schools 30%-39%: 9 schools 40%-49%: 10 schools 50%-59%: 12 schools 60%-69%: 7 schools 70%-79%: 9 schools 80%-89%: 7 schools 90%-100%: 3 schools	0.0%-19%: 1 school 20%-29%: 4 schools 30%-39%: 7 schools 40%-49%: 8 schools 50%-59%: 8 schools 60%-69%: 8 schools 70%-79%: 4 schools 80%-89%: 1 school 90%-100%: 6 schools	0.0%-19%: 2 schools 20%-29%: 4 schools 30%-39%: 8 schools 40%-49%: 4 schools 50%-59%: 11 schools 60%-69%: 5 schools 70%-79%: 2 schools 80%-89%: 4 schools 90%-100%: 1 school
A-F ACCOUNTABILITY	A-F ACCOUNTABILITY	A-F ACCOUNTABILITY
A: 8 schools B: 23 schools C: 22 schools D: 10 schools F: 1 school	A: 8 schools B: 17 schools C: 14 schools D: 5 schools F: 3 schools	A: 12 schools B: 9 schools C: 14 schools D: 5 schools F: 1 school

For Cohorts 1-7 data, see previous IPLI Impact Reports or IPLI Annual Reports at www.indianapli.org.

IPLI Model

WHAT ARE THE COMPONENTS OF IPLI?

- 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

For me, IPLI is the highlight of my month. As a mentor, the rewards are threefold. I get to stretch my teachers' legs and run again when we are working through the action research process, grow my network of principals for support, and benefit from some of the best professional development I have ever had. The friendships I've made with other principals are priceless. They say it can be lonely at the top, but IPLI provides an avenue for relationships, learning, and leadership. It's the best PD out there!

BRITTANY GREENE,
IPLI COHORT 9 MENTOR,
Principal,
Spencer Elementary School

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 increasing principals leadership capacities. In year two, principals invite two teacher leaders to join them, creating mini-school improvement teams that increase their schools' learning capacities.

2022 SUMMER SEMINAR

The IPLI 2022 Summer Seminar on the ISU campus featured **Rick Wormeli** discussing *Leadership in Times of Change*. Principals, Teacher-Leaders, and guests worked together to learn how the past few years have impacted schools and the impetus for moving forward. Additionally, **Dr. Adam Drummond** spoke to the groups on being an *Instructional Change Agent*, energizing them with practical stories from the field, confirming their hard work, and creating some fun during a tough time in our educational world. This year, the newest cohort heard from the IPLI Leadership Team, who shared **Dr. Nancy Dana's** work from the University of Florida, introducing them to the *Action Research Inquiry Cycle* components. They were then motivated by **Dr. Todd Whitaker** from the University of Missouri, learning *What Great Principals Do Differently*.



Dr. Todd Whitaker



Dr. Nancy Dana



Rick Wormeli



Adam Drummond



ACTION RESEARCH

One component of the IPLI program model uses 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.

Action Research

YEAR 1

In Year 1 of IPLI, principals learn from the following nationally renowned speakers: **Dr. Nate Regier**, **Dr. Steve Gruenert**, **Dr. Ryan Donlan**, and **Dr. Rhonda Roos**, who all assist the principals in diving into their personalities to understand the connection of whom they are as people and how they can connect to increasing their leadership through communication, adaptability, and agility. Utilizing the *Process Communication Model™* and leadership assessments to create an action research project, principals are guided by their mentors to focus on becoming learning leaders while doing the hard work of leading their schools. From the *School Leader Paradigm (2022)*, “... school leaders, or learning leaders, should always be simultaneously improving their leadership dispositions or becoming while doing the work of moving their learning organizations forward. Being totally self-aware and constantly reflective of the leadership intelligences (becoming) increases school leaders’ effectiveness to lead culture, systems, and learning (doing)” (p. 5)



Dr. Nate Regier



Dr. Steve Gruenert



Dr. Ryan Donlan



Dr. Rhonda Roos

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

YEAR 1 (CONTINUED), PRINCIPAL HIGHLIGHT - COHORT 10 - KIRK AMMAN, NEW CASTLE HIGH SCHOOL



Principal Kirk Amman joined IPLI in the Summer of 2022 in Cohort 10. As a high school principal, Kirk shares that through all the challenging work that can be a part of the job, IPLI has provided a spotlight of positivity. Working with great people, reinforced by his mentor, Mike Pinto, and his group consisting of principals in East Central Indiana, is something he looks forward to meeting with regularly. They support each other to become more intentional in their work.

Kirk's project this year focuses on balancing the work for wellness. The principal position can be consuming as there are so many moving parts. However, with a young family in the school corporation, Kirk wants to ensure he is not missing out on family time. He works to balance his time when the drive toward perfection can create anxiety. His motto this year is "relax, refresh

and engage" to give his best to all and live more in the moment for his family and school.



Learning more about his personality needs through IPLI's first-year programming in *Process Communication Model* has assisted Kirk in understanding his leadership strengths so he can become a more balanced school leader and father. His early data shows that he is on the right track to give the best of himself in all areas with a more balanced approach. Happy leaders lead successful schools, and Kirk is modeling a new method of working smarter to increase his leadership capacity and that of his school.

YEAR 2

In Year 2 of IPLI, principals bring two teacher-leaders from their schools to learn from nationally renowned speakers, **Dr. Mark Roberts**, **Dr. Phil Warrick**, and **Annette Breaux**, on their journeys to increase their school's learning capacity. Steeped in the High-Reliability Schools™ model focused mainly on culture, effective teaching, and curriculum, school teams utilize the inquiry cycle (action research) to increase their school's capacity. From the School Leader Paradigm (2022), "for principals to be learning leaders leading learning organizations, they must recognize and understand that the interplay between becoming and doing is critical." (p. 7). Leaders and schools should continually improve. IPLI is committed to supporting Indiana learning leaders to grow their schools' cultures, systems, and learning domains.



Annette Breaux



Dr. Mark Roberts

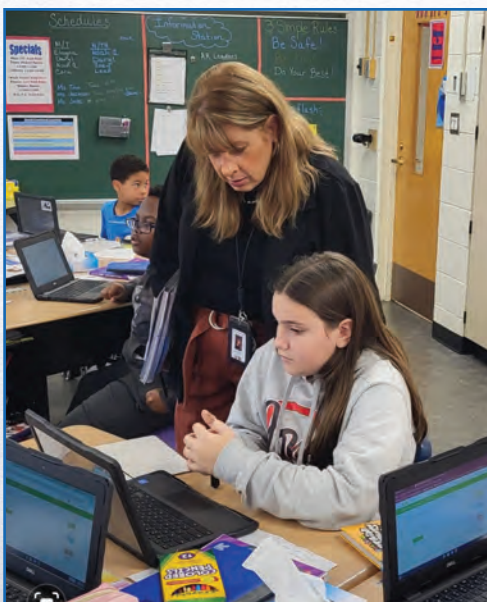


Dr. Phil Warrick



YEAR 2, PRINCIPAL HIGHLIGHT - COHORT 9 - JENNA BLEACH, ETHEL JONES ELEMENTARY

As a member of Cohort 9, Year 2, Jenna Blech has expressed gratitude for IPLI's work in the High-Reliability Schools™ framework, as it is driving great work in her school. Her mentor, Dr. David Robertson, shares that Jenna is a focused leader who delegates well. Jenna and her team, consisting of Julie Whitten and Sarah Funston, are leading the school toward change through training and implementation of Love and Logic™ strategies and incorporating instructional rounds to guide the work of effective teaching in every classroom. Their goal is to gain collective efficacy in student engagement by motivating and inspiring students, leading to increased student achievement.



Jenna and the teacher-leaders, Julie and Sarah, selected this goal from their data in the High-Reliability Level 2 survey given to their staff regarding motivating and inspiring students. Julie and Sarah then educated the staff on the purpose and process of Instructional Rounds, creating the schedule and arranging classroom coverage so a teacher could observe colleagues' best practices.

Using common language from Love and Logic that establishes the importance of adults providing limits in a caring way helps to build students up. Hence, they feel more capable, even after being disciplined, which has been a positive addition to their work. All staff members have now been trained in this approach

to motivate and inspire students in their school. Jenna's leadership creates a collaborative approach to building collective efficacy among her staff and creating a calm climate of excellence for everyone.



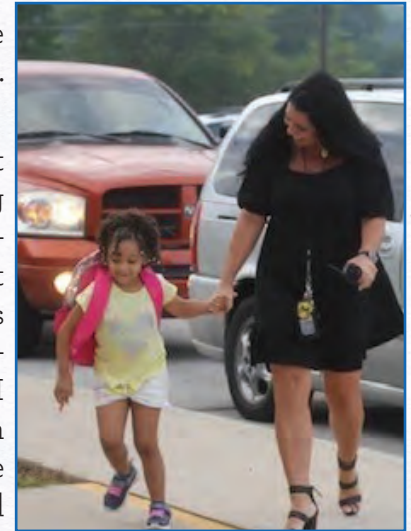
IPLI Mentor Highlight

Jaime Carroll, Wayne Center Elementary

Jaime Carroll, Principal of Wayne Center Elementary in Kendallville, is new to mentoring in IPLI, serving Cohort 9. After completing IPLI in Cohort 7, Jaime was moved to share her IPLI experience of excellence to lead as a mentor. Now, working with principals in their Year 2, Jaime has moved into a coaching role as the principals lead their teams to increase school capacity.

Spending more than 25 years in education in various roles, Jaime is passionate about building and maintaining a collaborative and all-inclusive school culture. Jaime has served as a teacher, instructional coach, and school leader.

Jaime states that "IPLI provides me with phenomenal professional development and continues to empower me to see the importance of creating and maintaining positive school culture. The ongoing collaboration and networking opportunities with colleagues have helped me hone my reflective practitioner and servant leaders skills." As a mentor, Jaime enjoys working alongside other principals as they grow as school leaders using the action research process. She enjoys professional interactions that focus on school improvement. Jaime shares that IPLI has turned her into a **PRINCIPAL IN ACTION** and that being involved has been a life-changing experience. She states, "we need to always look for the things we can do with our energy and focus. Little wins pave the path for bigger wins, and we must strive to be 1% better daily."



Jaime's passion for educational leadership is evident in her mentoring work with principals in IPLI. She is a contributor and learning leader, sharing her deep commitment to ongoing professional development through IPLI.

IPLI Leadership Team Highlight

Dr. Nancy Dana, University of Florida, has been a regular presenter of the Action Research process for IPLI since 2014. When she could not attend in the Summer of 2022, three of the members of the IPLI Leadership Team stepped up to the plate to deliver instruction to the newest Cohort 10 to prepare them for the two-year journey of IPLI. Dr. Brent Bokhart, Principal of Crawfordsville Middle School, Dr. David Robertson, Assistant Superintendent of Warsaw Community Schools, and Amy Linkel, Director of Teaching and Learning at Switzerland County Schools, presented Dr. Dana's work. They have been deeply immersed in the Action Research process since IPLI adopted this model for its curriculum and shared Dr. Dana's research in their schools. With Dr. Dana's blessing, they worked together to impart their knowledge and expertise. They assisted Cohort 10 principals in understanding action research to embed it into their work both for IPLI and their schools.

Their leadership for IPLI has been immeasurable. Their passion for IPLI's mission and vision, individually and together as part of the IPLI leadership team, supports leader growth throughout Indiana.



OVERALL IPLI RESULTS

“There is more to accountability than measuring results; you also need to develop people’s capacity to achieve the results.” (Fullan, *The Principal*, 2014, p.27). Recent research also suggests it takes five years to fully stabilize and improve the teaching staff and implement complete policies and practices that positively impact its 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. “Finding practical ways to thoughtfully and appropriately assess and develop leaders can have an important impact on the quality of leadership, and through that, on the quality of education in our schools.” (Goldring, Porter, Murphy, Elliott, & Cravens, 2007)(p.1). Program exit survey results and data collected from action research projects show perceptual improvement in leadership skills and student achievement. The following table summarizes key results from IPLI cohorts 1-8 participating principals.

Survey Item	Combined Ratings
Value of overall experience	9.20/10
Overall seminar rating	8.68/10
Value of monthly regional focus-cohort meetings	8.45/10
Value of the action research projects	8.70/10
Value of including two teachers in year two	9.10/10
Value of using the High Reliability Schools™ Framework in year two	8.90/10
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.

The ultimate evidence to validate the work of IPLI is the impact on student achievement in our participants’ schools, within a few years after completing the IPLI experience. Capturing state assessment results as indicators of the impact of IPLI on school improvement will continue to be at the forefront of sharing results as new baselines are developed and measured at the state level.

IPLI is also in the early stages of developing Key Performance Indicators to measure and communicate the impact on Indiana schools. IPLI prizes the feedback from principals, their superintendents, and teacher leaders for understanding the value added by IPLI through our current exit surveys, as qualitative data, supporting a positive impact on leaders and schools. IPLI now has a cadre of over 550 graduates of the two-year professional development journey unique to the State of Indiana. Their insights, reflections on their experiences, and current leadership practices are essential to the ongoing work of growing learning leaders in Indiana.

“As a school leader, my experience in IPLI provided me with a framework and an action plan that I carry with me in every aspect of my work. IPLI did not just provide me with significant opportunities for growth, but also implanted a strategy for personal and professional continuous improvement. As a mentor, I enjoy serving other principals as they seek to grow in capacity and awareness of self-efficacy. What I love the most about IPLI is that every professional interaction is ultimately focused on making things better for kids.”

ADAM MCDANIEL
IPLI COHORT 10 MENTOR,
Assistant Superintendent,
New Castle Community Schools

“IPLI has changed me as a leader. Upon entering Cohort #5 as an eager building principal to learn, network, and, unbeknownst to me, increase my leadership capacity. Those two years were like flipping the light switch ON. As a building principal, getting wrapped up in pushing for school improvement is easy. Still, this organization taught me that I couldn’t improve my school without increasing my leadership capacity, flipping a switch that has made me a better leader. Now, six years later, as a Leadership Development Specialist for IPLI, I am proud of the relentless pursuit to keep that switch on across the state.”

EMILY TRACY,
IPLI LEADERSHIP DEVELOPMENT
SPECIALIST,
Superintendent,
Brown County Schools

IPLI Extended



Doug Noll



Dr. Mike Ruyle



Leadership in Times of Change

IPLI Extended is now in its fourth year; 18 IPLI graduates and seven guests purposefully seek 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 can attend three, day-long seminars and meet in regional focus cohorts throughout the state (August, October, and February). They are matched with an experienced facilitator to guide and support them throughout the year. Topics will vary yearly with skill-based opportunities to provide continuity. In 2022-2023, the graduates worked with the theme of “Leadership in Times of Change.”

Micro-credentialing and work on Affect Labeling allow IPLI graduates to stretch their learning and apply new skills in the schoolhouse. In January 2023, IPLI alums will hear from Dr. Mike Ruyle on the *School Wellness Wheel*.

IPLI Advisory Board

- **Dr. Jason Callahan**
Indiana Department of Education
- **Aretha Britton**
Rhoades Elementary School
- **Shawn Wright-Browner**
J. Everett Light Career Center
- **Senator Andy Zay**
- **Dr. Steve Gruenert**
Indiana State University
- **Rob Moorhead**
South Ripley School Corporation
- **Dr. David Hoffert**
Warsaw Community Schools
- **Kelly Amos**
Richmond Community Elementary School
- **Rick Burger**
Duke Energy

What's Included?

- Three one-day seminars (July, September, January) featuring nationally-recognized educational leaders
- Virtual building-level regional focus-cohort meetings (August, October, February)
- Access to resources to support the needs of principals and their schools
- 27 Professional Growth Plan (PGP) points for full participation

“As an IPLI Board Member and Extended Facilitator, the power of being part of IPLI profoundly impacted my leadership vision and mission. I have grown to appreciate all aspects of IPLI, including its Professional Development led by well-renowned speakers, networking with those in the field, and the collaboration nurtured through the relationships established during the two years. Every practice I have learned while being part of IPLI has given me a genuine appreciation of the hard work that each administrator is committed to doing. This generation of practitioners gives me hope for the future.”

“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.”

SHAWN WRIGHT-BROWNER,

IPLI EXTENDED MENTOR

*Principal, J. Everett Light Career Center
MSD Washington Township*

STACI KNIGGA, IPLI COHORT 4,

IPLI EXTENDED COHORT 1 & 2

*Principal, Central Elementary
Lawrenceburg Community School Corporation*

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 new school administrators' needs. Many principals from INALI cohorts 1-7 have or are currently participating in IPLI, which is evidence of the aligned support system created for Indiana school leaders.

COMPONENTS OF INALI

- 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. Because of COVID-19, Cohort 6 did not meet in person for graduation.

“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
Avon High School
Avon Community School Corporation

“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's Strategic Plan

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 Cohort 10 Principals at the 2022 Summer Seminar.



IPLI Cohort 9 principals and teacher-leaders at the 2022 Summer Seminar.

“As a member of the original IPLI Design Team and ISU Professor, I’m pleased with the impact of IPLI as a pivotal empowerment experience. We find that a principal’s leadership capacity invariably serves as a fulcrum for school capacity, leveraging growth in a learning organization. In short, IPLI delivers; students across Indiana benefit!”

DR. RYAN DONLAN, PROFESSOR, INDIANA STATE UNIVERSITY

“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

“I would like to express my appreciation for the focus, engagement, and professional development the Indiana Principal Leadership Institute provides Indiana building-level educational leaders. IPLI is dedicated to ensuring Indiana Principals receive the most relevant and impactful training by designing innovative content and delivering the highest quality programming. All participants are provided with research-based strategies to enhance their leadership skills and thus increase their effectiveness and positive impact. IAPSS is highly grateful for the efforts and influence of IPLI on both the development of leadership expertise and best practice that will transfer in assisting IPLI graduates as they transition into the Superintendency. They will continue to serve and support the educational programming for Indiana’s most valued assets, our young people.”

DR. ROBERT TAYLOR, EXECUTIVE DIRECTOR, INDIANA ASSOCIATION OF PUBLIC SCHOOL SUPERINTENDENTS






Great Principals! Great Schools!

Indiana Principal Leadership Institute

Kelly Andrews, Director, Bayh College of Education

401 N 7th Street, UH 213, Terre Haute, Indiana 47809 / 812.237.2933 / indianapli.org

Access the 2021-2022 Legislative Report at
www.indianapli.org

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