



Indiana Principal Leadership Institute

2023-2024
**MAKING AN
IMPACT**

▲ INDIANA
◀ Principal Leadership
▼ INSTITUTE



Indiana State
University

BY THE NUMBERS

1,014+ *teachers*

have participated

with their principals

369,755
Directly Impacted Students

26,030
Directly Impacted Teachers

175

INTENSIVE

PROFESSIONAL

DEVELOPMENT HOURS

FOR EACH PRINCIPAL

596
PRINCIPALS

*Action Research
Completed*

962
PRINCIPAL-FOCUSED STUDIES

849
SCHOOL-FOCUSED STUDIES

IPLI'S NINTH GRADUATING COHORT



Cohort 9 graduated on April 11, 2023.

LETTER FROM THE PRESIDENT AND DIRECTOR

Indiana State University and the Bayh College of Education are pleased to share the 2023- 2024 Indiana Principal Leadership Institute Impact Report.

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. IPLI's structured professional curriculum to increase leadership and student achievement and improve education in Indiana has been shared nationally and, just recently, overseas in May 2023 in Seoul, South Korea. Living out the vision to become a nationally recognized professional development model for school leaders, IPLI continues its focus to provide enhanced programming for Indiana school leaders, positively impacting student achievement for Indiana students and getting the word out to colleagues and peers nationwide to know of the leadership excellence occurring in Indiana.

IPLI continues to grow with its initiative for graduates, IPLI Extended Learning Opportunity. In its fifth year, 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 5 is "Leaders In Action."

This report includes program data and first-hand accounts of how IPLI, IPLI Extended Learning Opportunity (ELO), and the Indiana New Administrator Leadership Institute (INALI) create an aligned leadership support system for Indiana deans, assistant principals, and now extending learning opportunities to district leaders as graduates of IPLI. 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 ELO, 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 2013-2023

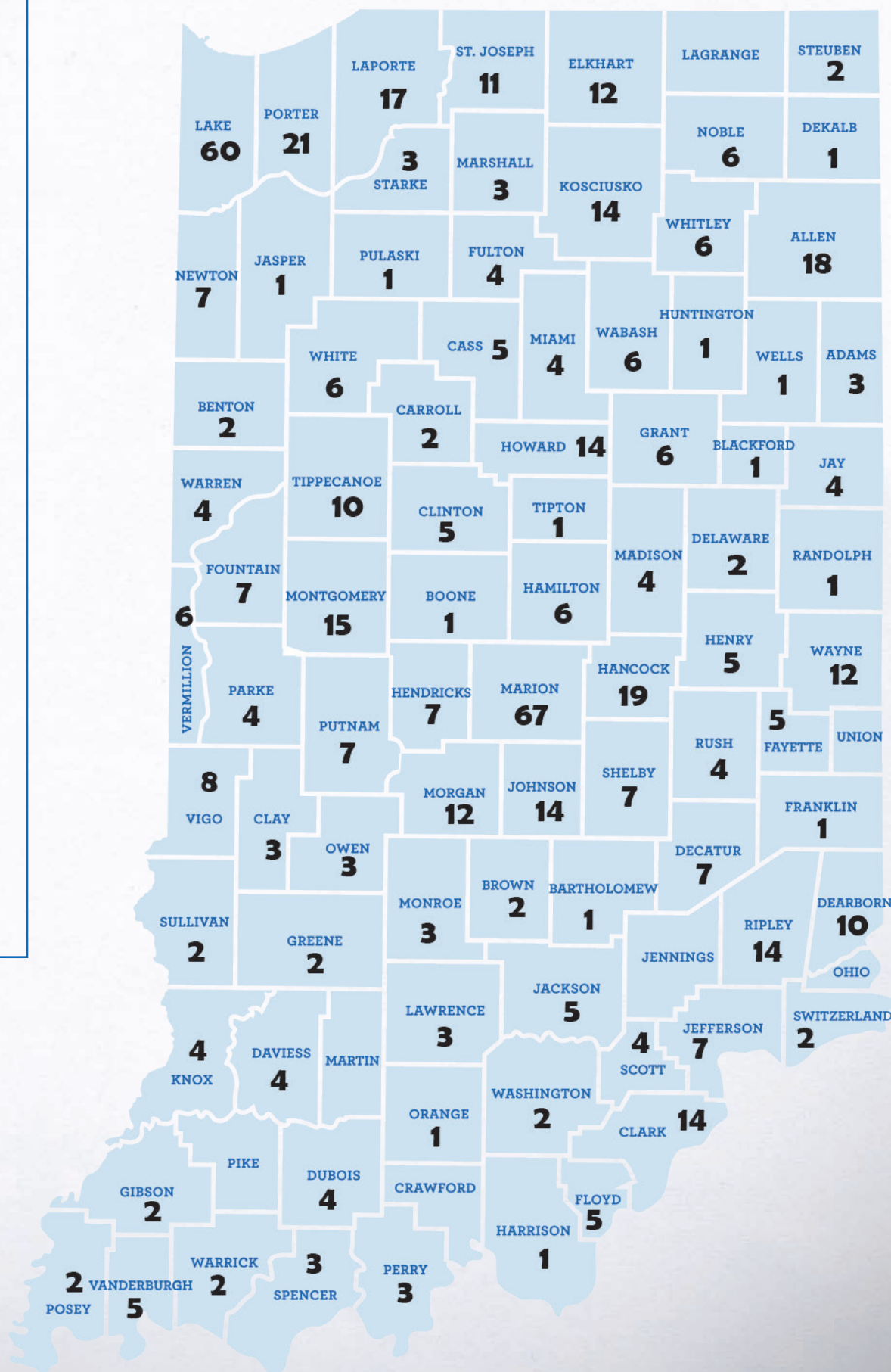
IPLI Leadership Team

- **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**
Leadership Consultant for Warsaw Community Schools
- **Jane Rogers**
Retired Superintendent, Milan Community School Corporation
- **Dr. Brent Bokhart**
Assistant Superintendent, Crawfordsville Community School Corporation
- **Tina Noe**
Principal, Danville Elementary
- **Emily Tracy**
Superintendent, Brown County Schools

596 PRINCIPALS

342 - Elementary Schools
93 - Middle/Junior High Schools
90 - High Schools
58 - Junior/Senior High Schools
8 - K-12 Schools
4 - K-8 Schools
1 - 4-12 School

Public Charter Schools - 7



IPLI Cohort Data

COHORT 9 2021-2023	COHORT 10 2022-2024	COHORT 11 2023-2025
<ul style="list-style-type: none"> ◇ 47 Principals ◇ 11 Mentors 	<ul style="list-style-type: none"> ◇ 41 Principals ◇ 10 Mentors 	<ul style="list-style-type: none"> ◇ 44 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 	<ul style="list-style-type: none"> ◇ 28 - Elementary Schools ◇ 7 - Middle/Junior High Schools ◇ 2 - Junior/Senior High Schools ◇ 4 - High Schools 	<ul style="list-style-type: none"> ◇ 22 - Elementary Schools ◇ 7 - Middle/Junior High Schools ◇ 3 - Junior/Senior High Schools ◇ 10 - High Schools ◇ 1 - K-8 School ◇ 1 - K-12 School
FREE & REDUCED	FREE & REDUCED	FREE & REDUCED
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	0.0%-19%: 1 school 20%-29%: 7 schools 30%-39%: 7 schools 40%-49%: 5 schools 50%-59%: 4 schools 60%-69%: 10 schools 70%-79%: 3 schools 80%-89%: 4 schools 90%-100%: 3 schools
A-F ACCOUNTABILITY	A-F ACCOUNTABILITY	A-F ACCOUNTABILITY
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	A: 17 schools B: 8 schools C: 13 schools D: 4 schools F: 2 schools

For Cohorts 1-8 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 the Principal's leadership capacity. In Year two, principals invite two teacher leaders to join them, creating mini-school improvement teams that improve their schools' learning capacities.

2022 SUMMER SEMINAR

The IPLI 2023 Summer Seminar on the ISU campus featured **Dr. Peter DeWitt** discussing *Collective Leader Efficacy*. Principals, Teacher-Leaders, and guests worked together to learn how the past few years have impacted schools and the impetus for moving forward. Additionally, **Kim Campbell** spoke to the groups on *Managing Students in Difficult Times*, energizing them with practical stories from the field, confirming their hard work, and creating 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. The participants were then motivated by **Dr. Todd Whitaker** from the University of Missouri, learning *What Great Principals Do Differently*. In addition, **Mario Acosta** gave practical advice on a *Safe and Collaborative School*, followed by **Annette Breaux** sharing the *Seven Simple Secrets* to launch the new school year.



Dr. Todd Whitaker



Annette Breaux



Dr. Peter DeWitt



Kim Campbell



Dr. Mario Acosta

ACTION RESEARCH

One component of the IPLI program model uses action research to engage principals and school teams in research-based decision-making. Action research involves collecting and analyzing data, then adjusting and evaluating practice. Principals and teams present their research at the end of each year 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.

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. Gaining skills by understanding from a systems approach, principals begin looking at how they lead to be better communicators in leadership. According to 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, PRINCIPAL HIGHLIGHT - COHORT 11 - KENARD ROBINSON, WASHINGTON HIGH SCHOOL

In the heart of South Bend, Indiana, a remarkable educational transformation has been taking place under the leadership of Principal Kenard Robinson. Taking the helm in 2022, Principal Robinson inherited a challenging situation characterized by low teacher and student morale. However, his dynamic leadership, commitment to the school and the community, and involvement in the Indiana Principal Leadership Institute have been instrumental in slowly reshaping the school's environment and fostering achievements.

Alongside his dedicated leadership team, they have prioritized being visible within the school and the Washington High School community. Their presence has improved communication and boosted the school's connection with its surroundings. This visible leadership has set a positive tone and encouraged collaboration among teachers, students, and the wider community.



One significant contributor to Kenard's leadership growth has been his involvement with IPLI. Notably, his wife, Diamond, and her excellence in South Bend district leadership went through IPLI. She now serves as a mentor in Cohort 10, contributing to Kenard's enthusiasm for this significant professional development. Kenard's work in IPLI this year is assisting him in prioritizing his personal leadership with his leadership team to support his vision for his staff and working to communicate more effectively with all his constituents.

Principal Robinson has made a significant impact in encouraging and growing the school's graduation rate in such a short time. He has increased student engagement, motivation, and sense of belonging through strategic partnerships with clubs and sports teams. By providing extracurricular opportunities (a State Championship in Girls Basketball) and academic pathways such as the medical magnet, students have more reasons to stay in school, ultimately leading to higher graduation rates.

One of the most remarkable transformations under Principal Robinson's leadership is the significant change in behavior data. By setting clear expectations and fostering a positive school culture, instances of disruptive behavior have decreased, resulting in a safer and more conducive learning environment.

A commitment to excellence has marked principal Kenard Robinson's tenure at Washington High School, a visible presence in the school and the community, and a proactive approach to transforming the educational experience for students and teachers. His involvement in IPLI, the cultivation of PLCs, and the celebration of achievements have profoundly impacted the school's culture and performance. Under his guidance, Washington High School is progressing toward a brighter, more successful future.



YEAR 2

In Year 2 of IPLI, principals bring two teacher-leaders from their schools to learn from nationally renowned speakers, **Dr. Mario Acosta**, **Dr. Phil Warrick**, and **Annette Breaux**, on their journeys to increase their schools' learning capacities. 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 schools' capacities. According to 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. Mario Acosta



Dr. Phil Warrick

YEAR 2, PRINCIPAL HIGHLIGHT - COHORT 10 - STEVEN PELYCH, CREEKSID MIDDLE SCHOOL



In the world of education, there are individuals who leave an indelible mark on the lives of students and the schools they serve. Celebrating 11 years as an educational leader, Steven Pelych has traversed a remarkable journey from his Teach for America roots to his current role as the Principal of Creekside Middle School in Carmel, IN.

In his second year at Creekside, Mr. Pelych continues to bring a wealth of experience, energy, and a passion for education to his role, which includes leading a charter school, a parochial school, and a diverse Indianapolis township school. Each experience has added tools to the principalship, and now he has journeyed into more significant personal and professional development through IPLI. In addition, he is taking graduate courses through ISU to supplement his work on the doctoral degree through Ball State University. His relentless drive to provide excellence in education continues to inspire educators and students alike, and the impact of his leadership is felt in every institution he touches.

Steven says that IPLI had a profound personal impact on him in Year 1 as he learned more about himself as a leader and how he became more intentional in managing his time. This produced optimal opportunities to support his students and his family, which sparked the work with his team for this school year.

In Year 2 of IPLI, Steven and his team are confident as they embark on creating more significant institutional expectations as he provides open opportunities for every staff member to be intentional in their work for students. Setting norms and standards to create the desired effects for students, Steven and his team are committed to improving the academic experience of his students, always keeping their best interests at heart.

Steven's network within IPLI includes a diverse group of principals led by mentor Adam McDaniel. Steven shares that this supportive group learns from one another each time they meet, and they have developed a camaraderie that will continue to support his work as a school leader.

The Creekside school community has embraced Mr. Pelych's leadership, and he remains dedicated to fostering a positive, engaging, and innovative learning environment.

IPLI Mentor Highlight

John Pearl, Battle Ground Elementary



The indelible legacy of Principal John Pearl of Battle Ground Elementary in Tippecanoe County Schools has marked two decades of dedicated service as the school's Principal this year.

With a remarkable 20-year tenure, Principal Pearl has consistently inspired his staff and the countless students who have walked through the school's doors. His leadership has transformed the school and impacted the entire community.

One of John's standout achievements is his nine years of mentorship through the Indiana Principal Leadership Institute. His commitment to nurturing the next generation of school leaders is reflected in his involvement with five cohorts. He not only shared his wisdom but also absorbed valuable insights from this dynamic program.

His mentorship legacy extends to the 25+ principals he has guided over the years. His dedication to staying in contact with them, sharing his experiences, and offering guidance has not only enriched their journeys but also fostered a network of educational leaders working together for the betterment of Indiana schools. He confesses that his favorite part of mentoring through IPLI has been the regional meetings. These gatherings have allowed him to connect with fellow educators, exchange ideas, and reinforce his passion for educational leadership.



John attests that the rigorous training and guidance from IPLI have had a profoundly significant impact on his leadership within Battle Ground Elementary. The tools and strategies he has gained from IPLI have become cornerstones in shaping his leadership style and elevating the school's overall performance.

As Principal, John Pearl celebrates two decades at Battle Ground Elementary and continues his impactful mentorship journey, his dedication and passion for education shine as an enduring beacon of inspiration. The legacy he has built through IPLI and his transformative leadership at Battle Ground Elementary is a testament to the profound influence of an exceptional educator and mentor.

"John is a wonderful mentor. He always has wonderful advice and great resources to share. It has been a wonderful experience. John is a kind, caring, and humble mentor. His knowledge along with his great sense of humor have made my IPLI experience both valuable and enjoyable. We will continue to seek out his advice and opinions in the future! The joy he felt being able to help, guide, and service our cohort was apparent with each meeting!"

JOHN PEARL'S COHORT 8 REGIONAL FOUC GROUP

IPLI Leadership Team Highlight



Dr. Nancy Dana, University of Florida, has regularly presented the Action Research process for IPLI since 2014. Since the Summer of 2022, the IPLI Leadership Team members have stepped up to deliver this vital instruction to the newest Cohort each summer to prepare them for the two-year journey of IPLI. Dr. Brent Bokhart, Principal of Crawfordsville Middle School, now Assistant Superintendent, and Amy Linkel, Director of Teaching and Learning at Switzerland County Schools, presented Dr. Dana's work.



Additionally, team members Mike Pinto, Principal at Cole Elementary in West Lafayette, and Tina Noe, Principal at Danville South Elementary, now Director of Learning, presented the Team Action Research Process to Year 2 Principals and Teacher Leaders. They have each been deeply immersed in the Action Research process since IPLI adopted this curriculum model and have implemented Dr. Dana's research in their schools. They collaborated with Dr. Dana's blessing to impart her work with their knowledge and expertise. They assisted Cohorts 10 and 11 principals in understanding action research clearly and practically to embed it into their work both for IPLI and their schools.



Amy, Brent, Mike, and Tina are joined on the Leadership Team by Jane Rogers, retired Superintendent of Milan Schools, Dr. David Robertson of Warsaw, who facilitates the Extended Learning Opportunity programming for IPLI Graduates, and Emily Tracy, Superintendent at Brown County Schools, as Leadership Development Specialist for the Process Communication Model for Year 1 Principals. Collectively, their leadership for IPLI has been immeasurable. All have actively mentored principals in many cohorts and served the IPLI Leadership Team with integrity. Their passion for IPLI's mission and vision, individually and as part of the team, supports leader and school growth throughout Indiana.



The ISU Educational Leadership Department supports the Leadership Team with Dr. Steve Gruenert and Dr. Ryan Donlan, each providing an engaging presence from their IPLI Design Team origins.



IPLI Extended

IPLI Extended Learning Opportunity is now in its fifth year, where IPLI graduates and their guests purposefully seek to extend their IPLI experience through active professional development. This formal, intensive opportunity allows participants to dig deeper into topics covered during the IPLI experience. They can attend up to three, day-long seminars throughout the year. They have the opportunity to work with an experienced facilitator to guide and support them throughout the year. Topics vary yearly with skill-based opportunities to provide continuity. In 2023-2024, the graduates work with the theme of “Leaders in Action.”

IPLI Advisory Board

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

Leaders in Action



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
- 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.”

SHAWN WRIGHT-BROWNER,
IPLI EXTENDED MENTOR
Principal, J. Everett Light Career Center
MSD Washington Township

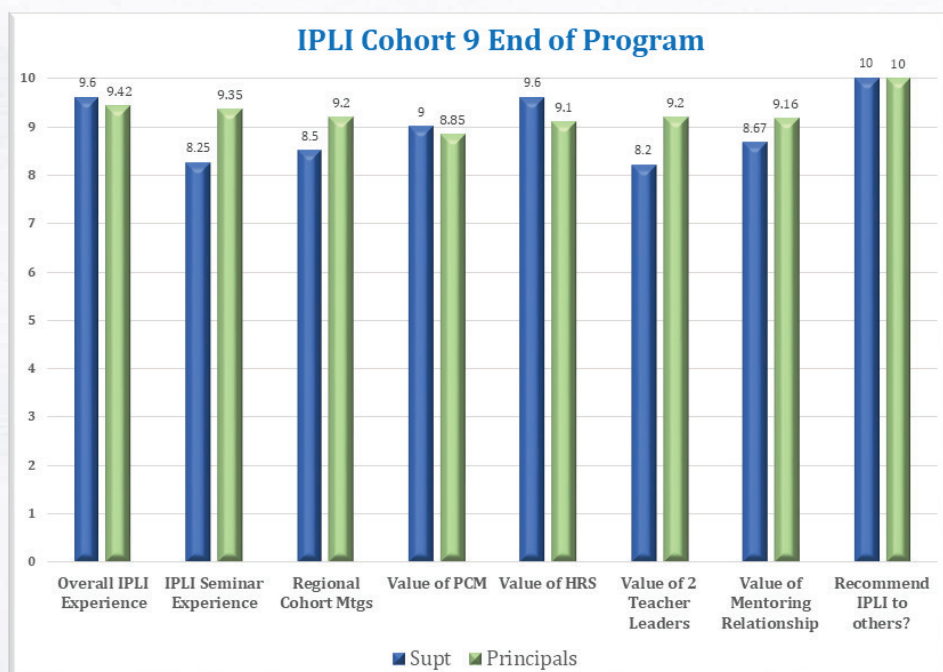
“I have been fortunate to be part of IPLI 4, Extended 1, and Extended 2. Each year I have been able to bring back knowledge to my school to impact staff and students directly. The principalship can be a lonely position that is void of collaboration that is so necessary for education. In being part of 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

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). 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). 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).

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 Cohort 9 participating Principals and their superintendents, followed by a table summarizing key results from Cohorts 1-8 combined.



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 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.

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

“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'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 11 Principals at the 2023 Summer Seminar.



IPLI Cohort 10 principals and teacher-leaders at the 2023 Summer Seminar.

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. Almost 700 new school leaders have participated in INALI since its inception. Many principals from INALI cohorts 1-8 currently participate in IPLI. This year, over 80 of the next generation of school

leaders are mentored by experienced administrators and are growing in their knowledge and skills with our aligned system of support designed for Indiana school leaders.



INALI Cohort 5 graduated 62 school leaders on February 5, 2020. Because of COVID-19, Cohort 6 did not meet in person for graduation.

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 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.”

“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

Dan Peo, INALI Cohort 6
Assistant Principal

Avon High School
Avon Community School Corporation

“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

“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

“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 2022-2023 Legislative Report at
www.indianapli.org

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