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*The mission of the Indiana Principal Leadership Institute is to provide building-level principals with the skills and tools needed to increase their personal leadership capacities, as well as to increase the learning capacities of their schools.*

## **IPLI COHORT 7 INFORMATION PACKET**

### **APPLICATIONS ARE DUE BY MARCH 15, 2019**

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

### **Indiana Principal Institute**

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

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

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

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

- Five yearly seminars featuring nationally-recognized school leaders;
- Access to resources to support the needs of principals and their schools including those from the Marzano Research High Reliability Schools™ Network;
- Two-year membership in the Indiana Association of School Principals;
- Two-year registration for the Indiana Association of School Principals Fall Conference;
- Two-year registration for the Ed Leaders Network: An on-demand professional development website to enhance one's educational leadership – [www.edleadersnetwork.org](http://www.edleadersnetwork.org);
- An opportunity to enroll in 12 university credits toward the Indiana State University Educational Specialist's program at a significantly reduced tuition rate; and
- 45 Professional Growth Plan (PGP) points for each year of participation. Completion of IPLI also fulfills IMAP requirements.

## Conceptual Model

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

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

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

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

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

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

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

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

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

## **Role of the Mentor**

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

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

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

## Seminars

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

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

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

## Assessment of Participants and Schools

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

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

## Participant Commitment

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

### IPLI Survey Tools

| Year #1                                    | Assessment                               | Who Completes   |
|--|--|---|
| May/June <i>(after acceptance to IPLI)</i> | Leadership Standards Assessment          | <ul style="list-style-type: none"> <li>Principal</li> <li>Teachers</li> </ul>                           |
|  | School Culture Survey                    | <ul style="list-style-type: none"> <li>Principal</li> <li>Teachers</li> </ul>                           |
| September                                  | Dweck Mindset Assessment                 | <ul style="list-style-type: none"> <li>Principal</li> </ul>   |
|  | Kafale – 50 Critical Questions           | <ul style="list-style-type: none"> <li>Principal</li> </ul>   |
| Year #2                                    | Assessment                               | Who Completes   |
| May/June                                   | High Reliability Schools™ Survey Level 1 | Required <ul style="list-style-type: none"> <li>School Administration</li> <li>Teachers</li> </ul>      |
|  |  | Optional <ul style="list-style-type: none"> <li>Students</li> <li>Parents</li> <li>Community</li> </ul> |
| August/September                           | High Reliability Schools™ Survey Level 2 | Required <ul style="list-style-type: none"> <li>School Administration</li> <li>Teachers</li> </ul>      |
| October/November                           | High Reliability Schools™ Survey Level 3 | Required <ul style="list-style-type: none"> <li>School Administration</li> <li>Teachers</li> </ul>      |

## Corporation Commitment

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

## Additional Commitments:

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

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

## Calendar of Events for Cohort 7: 2019-2021

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

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

### Year 1-Seminars

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

### Year 2—Seminars

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

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

## Application Process

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

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

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

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

## Selection Process

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

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

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