

Indiana Principal Leadership Institute

2017-2018/MAKING AN IMPACT

436+ *teachers*

have participated

with their principals

193,061
Directly Impacted Students

13,125
Directly Impacted Teachers

175

INTENSIVE

PROFESSIONAL

DEVELOPMENT HOURS

FOR EACH PRINCIPAL

298

PRINCIPALS

*Action Research
Completed*

596
PRINCIPAL-FOCUSED STUDIES

365
SCHOOL-FOCUSED STUDIES

IPLI'S THIRD GRADUATING COHORT



On April 10, 2017, IPLI graduated its third cohort consisting of 53 principals and 11 mentors.

MISSION STATEMENT

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.

LETTER FROM THE PRESIDENT AND DIRECTOR

Indiana State University and the Bayh College of Education are pleased to share the *2017-2018 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 fifth year of operation, IPLI has directly impacted 298 practicing principals, over 13,000 teachers, and more than 193,000 students in Indiana schools. Indirectly, IPLI is impacting all Indiana principals by providing timely research, resources, and materials via presentations, publications, social media, and the IPLI website.

This report includes program data as well as firsthand accounts of how IPLI is building leadership capacity in Indiana schools and districts. It also includes information about the Indiana New Administrator Leadership Institute (INALI), a program for first-time administrators developed through a partnership with the Indiana Association of School Principals and the Indiana Association of Public School Superintendents. INALI launched its fourth cohort in July with 78 new administrators. Together, IPLI and INALI are creating an aligned system of leadership support for Indiana deans, assistant principals, and principals.

In creating IPLI, the Indiana General Assembly recognized the significant impact of school leadership on student achievement. Utilizing a reflective learning and inquiry approach, this innovative professional development program for principals continues to gain national and international recognition. It is making a difference in the lives of not only principals and teachers but all Indiana children. As we enter our sixth year in 2018, we continue to improve and expand our influence. We look forward to another meaningful year ahead, as well as sharing widely the research, resources, and materials created through IPLI and INALI.



Deborah J. Curtis
ISU President



Linda Marrs-Morford
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 "Linda K. Marrs-Morford".

Linda K. Marrs-Morford, *Director*
Indiana Principal Leadership Institute

A map of Indiana divided into its 92 counties. Each county is labeled with its name and the number of principals located there. The numbers are as follows:

County	Principals
Lake	19
Porter	9
Laporte	7
St. Joseph	3
Elkhart	11
Lagrange	1
Steuben	1
Noble	1
Dekalb	1
Kosciusko	7
Whitley	1
Allen	8
Fulton	3
Pulaski	1
Jasper	1
Newton	4
Cass	3
Miami	3
Wabash	3
Huntington	1
Well's	1
Adams	1
Benton	3
Carroll	1
Howard	9
Grant	4
Blackford	1
Jay	4
Tipton	1
Clinton	3
Tippecanoe	6
Warren	3
Fountain	2
Montgomery	3
Boone	2
Hamilton	2
Madison	4
Delaware	2
Randolph	2
Wayne	6
Henry	2
Hancock	7
Marion	36
Hendricks	2
Putnam	7
Parke	2
Vermillion	3
Union	2
Fayette	2
Rush	1
SHELBY	3
Johnson	7
Morgan	7
Owen	2
Clay	3
Vigo	1
Franklin	1
Decatur	4
Bartholomew	1
Brown	2
Monroe	3
Greene	1
Sullivan	1
Dearborn	6
Ohio	0
Switzerland	0
Jennings	9
Ripley	9
Jefferson	3
Scott	2
Washington	1
Orange	1
Lawrence	1
Martin	4
Daviess	4
Knox	4
Gibson	1
Pike	2
Dubois	2
Crawford	2
Perry	2
Harrison	1
Floyd	12
Clark	12
Warrick	1
Spencer	1
Vanderburgh	3
Posey	2

298 PRINCIPALS

- 158 - Elementary Schools
- 49 - Middle/Junior High School
- 48 - High Schools

MIKE PINTO
IPLI Mentor and Principal
James Cole Elementary School

“Our four principals that have been a part of IPLI have experienced tremendous growth, both personally and professionally. Their action research projects have made a difference in each of their buildings. Including two teacher-leaders in year two of IPLI has resulted in more teacher buy-in and collaboration in these schools. The Indiana General Assembly’s support of IPLI is having a significant impact on school leadership in this state.”

DR. PAUL KAISER
Superintendent
Beech Grove City Schools

298 PRINCIPALS

158 - Elementary Schools
49 - Middle/Junior High Schools
48 - High Schools
36 - Junior/Senior High Schools
4 - K-12 Schools
2 - K-8 Schools
1 - 4-12 School

Public Charter Schools - 7

IPLI Cohort Data

Cohort 3 2015-2017	Cohort 4 2016-2018	Cohort 5 2017-2019
<ul style="list-style-type: none"> ➤ 61 Principals ➤ 11 Mentors 	<ul style="list-style-type: none"> ➤ 65 Principals ➤ 11 Mentors 	<ul style="list-style-type: none"> ➤ 59 Principals ➤ 11 Mentors
<ul style="list-style-type: none"> ➤ 38 - Elementary Schools ➤ 13 - Middle/Junior High Schools ➤ 2 - Junior/Senior High Schools ➤ 6 - High Schools ➤ 2 - K-12 Schools 	<ul style="list-style-type: none"> ➤ 35 - Elementary Schools ➤ 2 - K-8 Schools ➤ 11 - Junior/Senior High Schools ➤ 10 - High Schools ➤ 4 - 6-12 and 7-12 Schools ➤ 3 - K-12 and 4-12 Schools 	<ul style="list-style-type: none"> ➤ 37 - Elementary Schools ➤ 10 - Middle/Junior High Schools ➤ 9 - Junior/Senior High Schools ➤ 3 - High Schools
FREE & REDUCED	FREE & REDUCED	FREE & REDUCED
<ul style="list-style-type: none"> ➤ 0.0%-19%: 4 schools ➤ 20%-29%: 4 schools ➤ 30%-39%: 7 schools ➤ 40%-49%: 15 schools ➤ 50%-59%: 12 schools ➤ 60%-69%: 6 schools ➤ 70%-79%: 6 schools ➤ 80%-89%: 4 schools ➤ 90%-100%: 3 schools 	<ul style="list-style-type: none"> ➤ 0.0%-19%: 4 schools ➤ 20%-29%: 4 schools ➤ 30%-39%: 11 schools ➤ 40%-49%: 10 schools ➤ 50%-59%: 12 schools ➤ 60%-69%: 11 schools ➤ 70%-79%: 3 schools ➤ 80%-89%: 8 schools ➤ 90%-100%: 2 schools 	<ul style="list-style-type: none"> ➤ 0.0%-19%: 0 schools ➤ 20%-29%: 6 schools ➤ 30%-39%: 11 schools ➤ 40%-49%: 13 schools ➤ 50%-59%: 10 schools ➤ 60%-69%: 8 schools ➤ 70%-79%: 3 schools ➤ 80%-89%: 5 schools ➤ 90%-100%: 3 schools
A-F ACCOUNTABILITY	A-F ACCOUNTABILITY**	A-F ACCOUNTABILITY
<ul style="list-style-type: none"> ➤ A: 27 schools ➤ B: 14 schools ➤ C: 11 schools ➤ D: 8 schools ➤ F: 1 school 	<ul style="list-style-type: none"> ➤ A: 36 schools ➤ B: 17 schools ➤ C: 8 schools ➤ D: 4 schools ➤ F: 0 schools 	<ul style="list-style-type: none"> ➤ A: 12 schools ➤ B: 18 schools ➤ C: 19 schools ➤ D: 8 schools ➤ F: 1 school ➤ NA: 1 school

*For Cohorts 1 & 2 data, see previous IPLI Impact Reports or IPLI Annual Reports at www.indianapli.org.

**Due to the transition to the more rigorous Indiana College and Career Ready Standards and a new, more rigorous assessment aligned to these standards, the Indiana General Assembly passed Senate Enrolled Act 200 to hold schools and corporations harmless for the results of the more rigorous assessment. This Hold Harmless approach for Statewide Accountability allowed schools and corporations to receive the better of either the 2013-2014 grade or the 2014-2015 grade.

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

“Through supporting Indiana principals in doing action research, IPLI is enacting what research tells us are important components of professional development: it must be job-embedded, ongoing, active, and connected to data. It’s clear that IPLI’s model of action research is a powerful mechanism to increase both the leadership capacity of Indiana principals and the learning capacities of their schools.”

DR. NANCY FICHTMAN DANA
Professor, School of Teaching and Learning
University of Florida

IPLI supports the work of principals and their teams by 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 concentrate on increasing the learning capacities of their schools.

ACTION RESEARCH

One component of the IPLI program model is the utilization of action research to engage principals and school teams in research-based approaches to decision making. 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. In addition, 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 also presented at the annual IASP Fall Professionals Conference.

Cohort 3 - 2017 Showcase of Schools	
Teams' Action Research Topics	Percentage
Creating an Instructional Model	35%
Building a Positive Collaborative Culture	20%
Instructional Rounds/Walkthroughs	13%
Restructuring Meeting Time to Improve Teacher PD	8%
Implementing Character Education Behavior Programs	8%
Implementing Teacher Instructional Growth Goals	3%
Improving Communication	3%
Other: - Shifting to a Growth Mindset - Increasing Data Literacy - Implementing Instructional Coaching - Schedule Redesign - Implementing Vocabulary Program	10%
Cohort 4 - 2016 Action Research Showcase	
Principals' Action Research Topics	Percentage
Finding Balance/Personal Wellness	33%
Improving Instructional Leadership	31%
Improving Climate and/or Culture	11%
Distributing Leadership	8%
Using Social Media	8%
Improving Critical Conversations	3%
Improving Communication	3%
Improving Organizational Skills	3%

Focused Action Research

YEAR 1

Southwick Elementary School principal, **Diamond Robinson**, is concentrating her leadership efforts in year one of IPLI on improving productiveness and reducing teacher frustration. She is leading the redesign of grade-level teams to improve effectiveness.



Diamond Robinson with one of her Southwick students.

“Being a part of IPLI has heavily impacted my professional development as a third-year principal. My mentor, along with my cohort principals, has helped to increase my capacity as a principal and continues to keep me abreast of best practices in teacher evaluation, student performance, community involvement, and shaping a strong school culture. I am very pleased with this opportunity to grow professionally as it will trickle down to staff members and ultimately our Southwick students.”

YEAR 2



Kevin Kemper

Indian Creek Elementary principal, **Kevin Kemper**, is in his second year of IPLI. During his first year, he worked on developing processes to improve his time and task management. Two teacher-leaders, Tally Shanley and Sarah McNabb, have joined Kevin in year two and are working with staff to create an instructional model.

“IPLI has given me grace. It has taught me that in order to serve to the best of my ability, I must insert margins in my life—margins between all the heavy loads I carry. My students and staff deserve the best version of me. Without granting myself some grace and inserting those margins into my life, I unavoidably carry one heavy load to another becoming stressed, overworked, and not present. During my time with IPLI, I have learned to intentionally insert those margins and give myself grace resulting in a more positive, energetic, and most importantly, presence as the building leader.”

IPLI Advisory Board

By statute, IPLI is required to establish an advisory board. Members serve a four-year term beginning May 1 in the year of appointment. In the spring of 2017, a new board was appointed. The board held its first meeting on August 21, 2017, and Dr. Paul Kaiser was elected to serve as Chairperson. Below is the current list of IPLI Advisory Board Members.

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

“IPLI exists as an example for how to provide leadership opportunities on a statewide basis that is job-embedded and based on research-based practices. IPLI provides opportunities for thoughtful and insightful dialogue around principal leadership and on building school leadership capacity, both of which benefit students in all settings. IASP is a proud partner with IPLI, and we look forward to our continued growth and support for principals.”

DR. TODD BESS
Executive Director
Indiana Association of School Principals

The IPLI experience does not end after graduation. Principals continue to be invited to special seminars and receive IPLI newsletters and resources. Many are encouraged to “pay it forward” by becoming mentors for IPLI. Four Cohort 4 principals did exactly that. Alicia Gatewood, Amy Linkel, Lynlie Schoene, and Brian Disney are now mentors for Cohort 5.

Lynlie Schoene: “IPLI has impacted me professionally and personally. IPLI has provided numerous tools, strategies, ideas, and networks. I believe the positive impact has reached our students, which is my goal every day. There has been an increase in teacher efficacy and collaboration in our school in just one year. Teachers are collaborating on a high level and learning from one another through instructional rounds. They trust one another to provide feedback for improvement.

I honestly believe that I would not be the leader that I am today if I did not have this amazing opportunity. Thank you so very much!”



Lynlie Schoene



Amy Linkel

Amy Linkel: “What an AMAZING experience IPLI has been for me! While completing the two-year IPLI journey, I learned so much more about my leadership style and skills, as well as the strengths and weaknesses and culture and climate within my building. As a mentor, I continue to learn and grow, but most importantly, I love helping other principals learn more about themselves and helping to develop, transform, and refine their leadership.”

IPLI veteran mentors are also being called upon to use their training and experiences in other programs throughout the state. Three Cohort 2 mentors, Angie Lewis-Hawkins, Rob Moorhead, and Rhonda Roos, have gone on to become mentors for the Indiana State University MBA in School Leadership Internship Program. These three are the first mentors for the MBA program, and part of their responsibilities includes designing and developing the three-year internship experience for graduates. In addition, veteran IPLI mentors are also utilized by the Indiana New Administrator Leadership Institute (INALI).

The external utilization of IPLI graduates and mentors in these programs are an example of IPLI’s impact and how it continues to influence and increase the collective leadership capacity of the state.

“With so much research revealing that leadership matters, IPLI has taken this research seriously and assembled a wonderful program to develop Indiana principal leadership at another level. I am confident that school-level leadership has been positively impacted as a result of principals participating in IPLI; moreover, Indiana students are performing at a higher level and teachers are better as a result of this enhanced leadership. The Indiana General Assembly and Indiana State University should be applauded and thanked for their vision in creating and supporting this leadership development.”

DR. J.T. COOPMAN
Executive Director
Indiana Association of Public School Superintendents

IPLI utilizes the Marzano High Reliability Schools™ (HRS) framework in year two of the program to create a common language and framework for school improvement planning. Although HRS™ offers a certification program, IPLI does not require schools to seek this recognition, but it is an option schools and districts may wish to pursue on their own. One school district that is engaged in the HRS™ certification program is Decatur County Community Schools, and this past spring all schools achieved Level 1 (safe and collaborative culture) certification.

It all began with two Decatur principals who were part of IPLI—Jim Jameson, Cohort 1 and Marty Layden, Cohort 2. After hearing from HRS™ speakers Phil Warrick and Tammy Heflebower, Marty and Jim shared information with

their district administration, and the rest is history. Professional Learning Communities (PLCs) were established in all schools; a weekly, early release time for PLC work was scheduled; and data from their HRS™ surveys focused the work of the PLCs. According to Marty, “We now have a narrowed school focus, and all the stakeholders have buy-in to the process. The shared decision-making process has given our staff a voice in the decisions that are made in the school and has become a powerful tool for school improvement.”

“Being Level 1 certified has improved the culture of our schools. The staff has a feeling of accomplishment, and the community frequently compliments us for reaching this goal. The best part is we are modeling to all stakeholders that we are all accountable for the success of our students.”

DEBBIE REYNOLDS

District Director of Learning
Decatur County Community Schools



Pictured with their HRS Level 1 Certificate plaques are (l-r) Jim Jameson, South Decatur Jr. Sr. High School (IPLI Cohort 1); Marty Layden, South Decatur Elementary (IPLI Cohort 2); Rob Smith, North Decatur Elementary; and Charlie McCoy, North Decatur Jr. Sr. High School.

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

OVERALL IPLI RESULTS

“IPLI had a huge impact on me! In my professional life, I was able to network and get some programming implemented in my former school that was a game-changer! In my personal life, that same networking gave me the confidence to apply outside the district I had worked in for 15 years (my whole career)! I have now moved to Indianapolis from Fort Wayne and work for MSD of Lawrence Township. As a mentor, my cohort group told me recently how much they appreciate my ability to guide them through the AR process with personal experience as a mentee.”

ALICIA J. GATEWOOD
Principal
Brook Park Elementary School

“IPLI has provided a tremendous opportunity for our principals to not only receive outstanding professional development but also benefit from invaluable networking opportunities with their colleagues around the state. Greater Clark has been fortunate to have exceptional principals, but IPLI has taken their leadership skills to another level!”

DR. ANDREW T. MELIN
Superintendent
Greater Clark County Schools

Although recent research suggests that it takes five years to fully stabilize and improve the teaching staff and to implement complete policies and practices that positively impact the school’s performance (Center for Public Education), preliminary data indicate that IPLI is impacting principals’ skills and improving schools.

The ultimate evidence to validate the continuation 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. Unfortunately, because of state assessment changes, data from the last three years are not usable for comparison purposes. However, exit survey results and data collected from surveys and action research projects are showing improvements in leadership skills and student achievement.

The following table summarizes key results from IPLI Cohort 1, Cohort 2, and Cohort 3 Program Exit Surveys from principals and superintendents. Feedback from these surveys has been used to make improvements to the program, and data from exit surveys clearly demonstrate program improvements. Superintendents are responding that IPLI is having a significant impact on the leadership capacity of their principals. Nearly one hundred percent of principals and superintendents would recommend the program to their respective colleagues.

It is IPLI’s intent to maintain our relationships with IPLI schools after the two years and continue to collect longitudinal student achievement data.

IPLI COHORT PRINCIPALS’ RATINGS (Cohorts 1-3)			
Survey Item	Cohort 1-2	Cohort 3	Combined Ratings
Value of overall experience	8.90/10	9.49/10	9.10/10
Overall seminar rating	8.50/10	8.76/10	8.58/10
Value of monthly regional focus-cohort meetings	8.07/10	8.79/10	8.31/10
Value of the action research projects	8.04/10	8.93/10	8.34/10
Value of including two teachers in year two	8.47/10	9.40/10	8.78/10
Value of using the High Reliability Schools™ Framework in year two	8.30/10	8.85/10	8.48/10
Quality of the mentoring relationship	4.57/5	4.56/5	4.57/5
Would recommend IPLI to other principals	100% Yes	100% Yes	100% Yes
IPLI SUPERINTENDENTS’ RATINGS (Cohorts 1-3)			
Survey Item	Cohort 1-2	Cohort 3	Combined Ratings
Did leadership capacity of your principal increase as a result of IPLI?	91.5% Yes	100% Yes	94.3% Yes
Impact of the IPLI seminars	8.60/10	7.83/10	8.34/10
Impact of the mentoring provided	8.29/10	7.92/10	8.16/10
Impact of the monthly regional focus-cohort meetings	8.38/10	7.50/10	8.09/10
Value of including two teachers in year two	8.19/10	8.43/10	8.27/10
Value of using the High Reliability School™ Framework in year two	8.25/10	8.46/10	8.32/10
Would encourage other superintendents to provide the opportunity for their principal to participate in IPLI	100% Yes	92% Yes	97% Yes

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 the needs of school administrators. On February 7, 2017, INALI graduated its second cohort of 52 school leaders. Fourteen principals from

INALI Cohorts 1 and 2 are currently participating in IPLI—evidence of the aligned system of support being created for Indiana school leaders.

Cohort 2 2015-2017 52 New Administrators	Cohort 3 2016-2018 70 New Administrators	Cohort 4 2017-2019 78 New Administrators
<ul style="list-style-type: none"> ➤ 27 Principals ➤ 21 Assistant Principals ➤ 4 Deans/Other 	<ul style="list-style-type: none"> ➤ 22 Principals ➤ 43 Assistant Principals ➤ 5 Deans/Other 	<ul style="list-style-type: none"> ➤ 26 Principals ➤ 40 Assistant Principals ➤ 12 Deans/Other
<ul style="list-style-type: none"> ➤ 27 - Elementary Schools ➤ 3 - Middle/Junior High Schools ➤ 10 - Middle/Junior High/Senior High Schools ➤ 1 - K-8 School ➤ 1 - 3-8 School ➤ 8 - High Schools ➤ 1 - K-12 School ➤ 1 - Other 	<ul style="list-style-type: none"> ➤ 28 - Elementary Schools ➤ 16 - Middle/Junior High Schools ➤ 7 - Middle/Junior High/Senior High Schools ➤ 14 - High Schools ➤ 3 - K-12 Schools ➤ 2 - Other ➤ 2 - Public Charter Schools 	<ul style="list-style-type: none"> ➤ 43 - Elementary Schools ➤ 14 - Middle/Junior High Schools ➤ 2 - Middle/Junior High/Senior High Schools ➤ 14 - High Schools ➤ 3 - K-12 Schools ➤ 2 - Other ➤ 1 - Public Charter Schools
<ul style="list-style-type: none"> ➤ 2,161 Teachers Impacted ➤ 30,592 Students Impacted 	<ul style="list-style-type: none"> ➤ 3,575 Teachers Impacted ➤ 55,552 Students Impacted 	<ul style="list-style-type: none"> ➤ 3,572 Teachers Impacted ➤ 54,303 Students Impacted

“INALI has been, by far, the most influential professional organization which I have been a part of in my 11 years as an educator. The knowledge gained through many professional development opportunities and relationships built with my cohort members and mentor has been nothing short of a blessing. Personally, INALI helped me navigate a significant change in my career path and has provided me with a network of people I can trust to seek advice.”

JUSTIN MYERS

Assistant Principal / Athletic Director
Maconaquah Middle School



Justin Myers

WHAT DOES INALI LOOK LIKE?

- Mentoring
- Two-day IASP New Administrator Workshop
- September & 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 was created for our new administrators in the state of Indiana. Based on the IPLI model, INALI provides support, professional development, and mentoring to those entering the administrative profession in order to give them the tools and networks needed to help them successfully transition into a career of school administrative work. Our goal is to help recruit, retain, and support excellent school leaders for the future.”

TIM MCROBERTS

Associate Executive Director
Indiana Association of School Principals



IPLI Cohort 5 at the Summer Seminar.



“The Indiana Principal Leadership Institute is doing tremendous work by bringing together leaders who are helping to drive a strong and robust state-wide professional development program for public school principals. IPLI is helping to position the State of Indiana to achieve our ambitious goals of improving public schools and increasing student success. This is why IPLI has the bi-partisan confidence of the Indiana General Assembly.”

SENATOR JON FORD



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Access the 2016-2017 Legislative Report at
www.indianapli.org

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