



INDIANA
Principal Leadership
INSTITUTE AT
INDIANA STATE UNIVERSITY
HANDBOOK 2022

IPLI 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.

IPLI 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.

TABLE OF CONTENTS

➤	Indiana Principal Leadership Institute: History & Mission.....	4
	◇ History	
	◇ Mission	
	◇ Vision	
	◇ Values & Beliefs	
	◇ Motto	
	◇ Outcomes	
➤	Conceptual Model.....	5
	◇ IPLI Parts 1, 2, & 3	
	◇ Model Diagram	
➤	Role of the Mentor	8
	◇ Mentor Requirements	
	◇ Mentor Qualifications	
	◇ Appointment/Removal of Mentors	
	◇ Mentor Stipend	
	◇ Ghost Employment	
	◇ Mentor Selection	
➤	Seminars	11
	◇ Agenda Framework for Seminars	
➤	Assessment of Participants and the Institute	13
	◇ Assessment of Participants	
	◇ Assessment of Institute	
	◇ Annual Report	
	◇ Impact Report	
➤	Selection of Principals	15
	◇ Applicant Eligibility	
	◇ Application Process	
	◇ Selection of Participants	
➤	Participant Commitment.....	16
	◇ Graduate Credit	
	◇ Professional Growth Plan (PGP) Points	
	◇ IMAP	
➤	Corporation Commitment.....	17
➤	Governance & Bylaws	18
	◇ Advisory Board	
	◇ Director	
	◇ Program Coordinator	
	◇ Part-time Administrative Assistant	
	◇ Leadership Team	
	◇ Committees	
	◇ Removal of an Officer	
	◇ Discrimination & Harassment Policy	

➤ Website and Social Media Outlets.....	23
➤ IPLI Structure - Year 1.....	23
◇ Year 1 – Focus on the Principal	
➤ IPLI Structure – Year 2	25
◇ Year 2 – Focus on the School	
➤ IPLI Structure – Extended	
◇ IPLI Extended.....	30
➤ Appendix A (Mentor Reporting Forms)	33
◇ Regional Focus-Cohort Meeting Summary	
◇ On-Site Visit Summary	
➤ Appendix B (Mentor Information)	36
◇ Mentor Information	
◇ Mentor Nomination Form	
◇ Mentor Application	
➤ Appendix C (Applicant Information)	44
◇ IPLI Information for Prospective Applicants	
◇ IPLI Principal Application Form	
◇ IPLI Application Scoring Guide	
➤ Appendix D (ISU/IPLI Course Information)	58
◇ Graduate Credit Information	

INDIANA PRINCIPAL LEADERSHIP INSTITUTE (IPLI)

HISTORY & MISSION

➤ HISTORY

What was once an idea in an ISU conference room in 2010 was voted into legislation (Public Law 253) in the spring of 2013 and began in the summer of 2013. The framework for IPLI was created in 2012 as legislators met with ISU staff to respond to the overwhelming demands of school principals. Senate Bill 402 was signed into law in May 2013, creating the Indiana Principal Leadership Institute. This institute borrows some ideas from previous Indiana leadership academies yet brings new ideas to serve the needs of principals better today. Indiana State University was awarded the role of a primary agent of this institute and provided exemplary service to the Indiana Association of School Principals (IASP), a partner who was there from the start.

In July 2019, IPLI launched a new IPLI – IPLI Extended graduates program. IPLI Extended is a formal, year-long, intensive professional development program for IPLI graduates. Extended allows participants to dig deeper into topics covered during the IPLI experience. In addition to three-day-long seminars, graduates meet in regional focus cohorts throughout the state (August, October, and February). Topics vary yearly so that graduates may enroll in Extended multiple times. When appropriate, Extended participants are encouraged to bring teacher-leaders to the seminars.

➤ 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 and increase the learning capacities of their schools.

This two-year institute is designed to address the professional needs of Indiana principals with an emphasis on student success. The institute will increase a principal's capacity to address their school's current needs, such as teacher evaluation models, student performance, community involvement, and shaping healthy school culture. Approximately 50-60 principal participants will comprise each annual institute cohort. Focus cohorts of four to five (4-5) participants will be developed within each cohort, guided by mentors who have demonstrated successful school leadership, and selected with the help of the IASP.

Discussions will drift toward building-level dynamics near the mid-point of the first year. While the focus will never be entirely away from the individual principal, the interaction of personal and organizational capacities and goals will be addressed. A *Personal and School Improvement Plan* will be developed and continually revised throughout the two-year institute.

➤ VISION

IPLI is a nationally known intensive professional development model, building and empowering Indiana principals to create school cultures that result in improved student outcomes for all children.

➤ VALUES AND BELIEFS

The following values and beliefs are what undergird the services provided by the Indiana Principal Leadership Institute:

- Improving is a moral imperative (intrinsic);
- Building a professional learning network is key to continuous learning;
- Positive effective school culture is the foundation for school improvement;
- Improvement efforts should encompass the whole child;
- Action research is a process principals and school improvement teams can use to study their practices, take research-based action for change, and analyze the results to improve student outcomes;
- Effective leaders are life-long learners; therefore, our relationship with principals does not end with any institute completion. IPLI will continue to explore opportunities to provide ongoing support for IPLI graduates and their schools; and
- IPLI cannot do it alone; therefore, partnerships with other organizations, such as the Indiana Association of School Principals, the Indiana Department of Education, the Indiana Association of Public School Superintendents, and other universities and organizations, are critical.

➤ MOTTO

“Great Principals, Great Schools”

➤ OUTCOMES

All graduates of the IPLI Institute should know and be able to:

- Lead their schools in the development and implementation of a **Vision for Learning**;
- Lead their schools in the development and implementation of a **Culture for Excellence**;
- Serve as an **Instructional Leader** in their schools; and
- Ensure effective **management** of their schools.

CONCEPTUAL MODEL

The conceptual framework for the model used to guide this institute is grounded in theory from the literature related to leadership capacity and learning organizations. It is separated into three parts to understand the process better:

- 1) the interaction of personal and organizational goals;
- 2) using action research to create local knowledge; and
- 3) using focus-cohorts as learning communities.

IPLI provides the best professional development for principals in the nation through the processes of reflection, scientific inquiry, and collaboration.

How the model works:

➤ **IPLI, PART 1: THE INTERACTION OF PERSONAL AND ORGANIZATIONAL GOALS**

A dysfunctional person cannot lead a functional organization. Building on the leader's capacity will increase the capacity of the organization. A *Personal Improvement Plan* will be developed by analyzing one's commitments, limitations, obligations, and external support, influencing leadership capacity. This self-assessment will contribute to the School Improvement Plan's eventual development by analyzing the same variables and looking at them through the organizational lens. As IPLI works with principals, the ultimate goal is to improve schools. Baseline data relevant to these concepts and building-level data will help build each plan.

➤ **IPLI, PART 2: USING ACTION RESEARCH TO CREATE LOCAL KNOWLEDGE**

A research-based approach to decision-making in educational settings is imperative. The tendency to *not* use research can be due to educators' reluctance to deploy findings from settings unlike their own. Thus, IPLI teaches participants to do action research. They will collect, analyze, practice, and adjust their practices to reflect on their progress based on their data. Educators own the research they create. These findings are shared on various levels to learn from each other in the cohort.

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

► IPLI, PART 3: FOCUS-COHORTS AS LEARNING COMMUNITIES

IPLI believes it is powerful when leaders, who share the same issues, can meet face-to-face and share their stories. A trained mentor will guide Focus-cohorts of four to six (4-6) participants. Within these focus cohorts, IPLI anticipates principals gaining a sense of trust as they become more willing to share their experiences and welcome critique from peers. The most significant benefit of reflection is in sharing with others. These small groups will also help make sense of new information presented at seminars as mentors guide them. A mentor will help each focus cohort become a support group for each principal. IPLI intends these cohorts to serve as supportive networks beyond the institute's scope.

The model is presented in graphic form with a more detailed explanation on the following page.



YEAR 2

REFLECTION

at the seminar

SCHOOL ASSESSMENT

Faculty Commitment, Identify Limitations, Promises, and Obligations, Identify External Support, Examine Learning Capacity – Set/Revise Goals.

CREATE/REVISE THE SCHOOL IMPROVEMENT PLAN

YEAR 1

away from the seminar

TEAM ACTION RESEARCH

collect, analyze data



practice

reflect, make adjustments

SCHOOL CAPACITY

NEXUS

PERSONAL CAPACITY

collect, analyze data



practice

reflect, make adjustments

SELF ACTION RESEARCH

CREATE/REVISE PERSONAL IMPROVEMENT PLAN

SELF ASSESSMENT

Personal Commitment, Identify Limitations, Promises and Obligations, Identify External Support, Examine Leadership Capacity – Set/Revise Goals.

REFLECTION

at the seminar

away from the seminar



ROLE OF THE MENTOR

Experiences from successful school leaders are priceless. The role of the mentors will be critical; they will:

- Create, develop and maintain effective, professional mentoring relationships with IPLI principals;
- Sustain meaningful conversations, ask tough questions, and support each principal “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, useable knowledge;
- Resist the temptation to be the solution to any issue, instead, provide a basis for finding solutions and revealing underlying principles, research, or 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 participants from being successful;
- Collaborate with other mentors to ensure constancy of purpose within the institute;
- Work with the Director and other mentors to create materials and resources for the institute;
- Collaborate with the Director and other mentors to maintain a presence on social and professional (Internet) media; and
- Maintain a strong reputation in the field and not compromise the integrity of the Institute or other staff members or participants of the Institute.

► MENTOR REQUIREMENTS

Mentors shall be required to:

- Complete mentor training;
- Attend all seminar planning meetings (held the day/evening before the seminar);
- Attend all seminars;
- Attend post-seminar meetings normally held immediately following the conclusion of the seminar;
- Arrange and conduct five (5) regional focus-cohort meetings (August, October, February, March and May/June);
- Maintain regular contact with their focus-cohort members throughout the two years. It is expected that the mentors be in contact with their focus-cohort members at least once per week;
- Complete a minimum of two (2) site visits per year to each focus-cohort member’s school (Fall/Spring);

- Write at least one blog post for the IPLI website each year;
- Aid in the development of IPLI resources to support principals; and
- Complete reports as required. (See Appendix A)

► MENTOR QUALIFICATIONS

- Completion of IPLI is required;
- A minimum of five years of successful experience as a building principal in Indiana is preferred;
- No individual shall serve as a mentor if more than five years have elapsed since their last date of service as a principal in an Indiana school. Service in some other educational capacity that routinely requires daily interaction with principals and familiarity with principals' issues and challenges are also considered. Evidence of the latter type of service shall be a contract, job description, or other document submitted with mentor application materials;
- A mentor may work with a principal in their district, but the mentor may not be the principal's evaluator or supervisor;
- A mentor must have access to a computer or electronic device capable of downloading and sharing documents from the IPLI website; and
- A mentor must be able to communicate electronically via social media or professional (Internet) media platforms.

► APPOINTMENT/REMOVAL OF MENTORS

Mentors will be appointed by the Director and can be removed if a situation merits such actions. Upon removal of a mentor, the Director will consult with the ISU Department of Educational Leadership liaison to find an acceptable replacement. The Director will assume the duties of a removed mentor until a replacement has been employed.

► MENTOR STIPEND

IPLI Mentors will receive a yearly stipend of \$1,000 for each principal served. In addition, IPLI pays for the following for both years:

- Membership in the Indiana Association of School Principals (IASP);
- Registration for the IASP Fall Professionals Conference;
- Mileage reimbursement for travel for mentor training; seminars, site visits, and focus-cohort meetings; and
- Hotel costs for the summer seminar and IPLI mentor planning meetings (day/night before the seminars).

► GHOST EMPLOYMENT

Mentors must work with their superintendents and school boards to determine how their involvement with this institute may conflict with board policies. The institute makes no claims about that process. The Indiana School Boards Association has made the following suggestions:

1. If they have a district policy concerning working with a government agency, that is the best option. We might suggest the mentors consider asking their districts to adopt such a policy. Language from IC- 35-44.1-1-3 should assist in writing this policy.
2. The second-best option is if they have personal or vacation days available.
3. The last would be to have the district deduct their per diem for each full day they mentor and are paid by IPLI.

In addition, districts may consider involvement with IPLI as part of the mentor's professional development and allow the use of professional development days for this work.

► MENTOR SELECTION

An overview of the roles and responsibilities of an IPLI mentor and the application and selection processes are available from late November to February 15 on the IPLI website at www.indianapli.org. (See Appendix B).

The application process for mentors for IPLI consists of two phases. Phase one is nomination by an individual that has knowledge of the prospective mentor's leadership and mentoring skills. Phase two is the completion of the *Mentor Application Packet*. Selection decisions will be made at the sole discretion of IPLI and its Mentor Selection Committee once all application materials are submitted.

Nominations: IPLI will start taking nominations for mentor positions in late November. Superintendents, district-level administrators, principals, and other colleagues knowledgeable of the prospective mentor's leadership and mentoring skills may nominate an individual to be an IPLI Mentor. To nominate an individual, complete the *Mentor Nomination Form* on the IPLI website (www.indianapli.org) and submit it electronically to IPLI.

Application: Once a nomination is received, the nominee will receive (via email) an application to complete. A completed application consists of the following:

- A letter of interest: A letter of interest should contain information on why an IPLI Mentor interests the nominee and why their skills and experiences would be an asset to IPLI.
- Completed *IPLI Mentor Application*.
- Current resume.
- Evidence of valid Indiana administrative license.

Application Review: All mentor applications will initially be reviewed by the Director of IPLI to ensure the applicant has met all eligibility criteria. Applicants not meeting the requirements will be notified electronically by the IPLI Director.

Selection: Applicants meeting criteria will then be reviewed by the IPLI Mentor Selection Committee; two current IPLI Mentors, the IPLI Director, a representative from the IPLI Advisory Board, and the ISU Department of Educational Leadership IPLI liaison. In addition to assessing each mentor applicant's quality and ability to mentor, reviewers will consider each new cohort's needs, including geographical location and building-level needs. Applicants may be asked to interview with the IPLI Mentor Selection Committee. Applicants will be notified electronically by the IPLI Director regarding the review outcome.

Tentative Mentor Selection Timeline:

- Nominations are due by February 1;
- Nominee applications are due by February 15; and
- Notification by mid-to-late April.

SEMINARS

The Indiana Principal Leadership Institute will be composed of five annual seminars. The Summer Seminar occurs on the Indiana State University campus over two days, typically in mid-July. Additional seminars will occur twice each semester for one day each:

- September - Held at the Lawrence Township Education & Community Center, 6501 Sunnyside Road, Indianapolis, IN 46236;
- November - In conjunction with the IASP Fall Professionals Conference held at the Indianapolis Downtown JW Marriott;
- January - Held at the Lawrence Township Education & Community Center, 6501 Sunnyside Road, Indianapolis, IN 46236; and
- April - Held at the Lawrence Township Education & Community Center, 6501 Sunnyside Road, Indianapolis, IN 46236.

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 foster collaboration;
- Invite speakers with national reputations to engage the participants in thoughtful activities relevant to the mission of the institute;
- To re-engage the participants in issues from across the state; and
- To build a network of support that will exist beyond the institute experience.

Typically, each seminar will be designed to consume much of one day and is currently scheduled on Tuesdays for the second-year cohort and Wednesdays for the first-year cohorts, starting at 9:00 a.m. and finishing by 3:30 p.m. The day will provide time for focus-cohorts to share reflections within their groups. Then whole-group discussions will allow those small-group findings to be accessible to all participants.

Seminars will also feature guest speakers to inspire and engage the participants with thoughtful insights and ideas to support their professional growth. As the institute gets 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 (2) teacher-leaders from their schools to share experiences.

► AGENDA FRAMEWORK FOR SEMINARS

Each seminar will bring all Institute participants to a central location, including principal participants, mentors, researchers, the Director, IPLI Design Team Members, Leadership Team, and Advisory Board members. The following framework has been designed to provide a universal set of routines by which attendees can anticipate events and plan accordingly. Special occasions may cause some deviation from this framework.

The summer two-day seminars will follow a similar framework with three (3) guest speakers. The evening of the first day will be a working dinner. The second day of the summer seminar will conclude by 4:00 p.m. Mentors will stay an additional hour after each seminar to debrief and plan.

Year 1		Year 2	
8:30 a.m.	Breakfast & Fellowship	8:30 a.m.	Breakfast & Fellowship
9:00 a.m.	Welcome, Introductions & Agenda Review	9:00 a.m.	Welcome, Introductions & Agenda Review
9:15 a.m.	Keynote & Reflection Activities	9:15 a.m.	Keynote & Reflection Activities
11:30 a.m.	Working Lunch	11:30 a.m.	Working Lunch
12:15 p.m.	Keynote & Reflection Activity	12:15 p.m.	Keynote & Reflection Activity
1:30 p.m.	Building-level Meetings	2:30 p.m.	SIP Team Meetings
2:30 p.m.	Regional Focus-Cohort Meetings		
3:30 p.m.	Closing Activities	3:30 p.m.	Closing Activities

ASSESSMENT OF PARTICIPANTS AND THE INSTITUTE

► ASSESSMENT OF PARTICIPANTS AND SCHOOLS

Throughout the two-year experience, principals will be asked to collect data about themselves and their schools. Below is a list of IPLI Survey Tools and a timeline for administration.

Year 1		
Year	Assessment	Who Completes
May/June <i>(after acceptance to IPLI)</i>	Leadership Profile Inventory	<ul style="list-style-type: none"> Principal
July	Dweck Mindset Assessment	<ul style="list-style-type: none"> Principal
April	School Culture Survey	<ul style="list-style-type: none"> Principal Teachers
Year 2		
Year	Assessment	Who Completes
May/June	High-Reliability Schools™ Survey Level 1	Required <ul style="list-style-type: none"> School Administration Teachers
		Optional <ul style="list-style-type: none"> Students Parents Community
August/September	High-Reliability Schools™ Survey Level 2	Required <ul style="list-style-type: none"> School Administration Teachers
October/November	High-Reliability Schools™ Survey Level 3	Required <ul style="list-style-type: none"> School Administration Teachers

As we matriculate through the two-year experience, principals will learn the art of action research.

Through the self-assessment process, each participant will determine the pace and magnitude of their growth. Those data may be shared with their focus-cohort members and the mentor with participants' permission. The Mentor and the Director will counsel individuals lacking in any aspect of what comes to be expected to determine if there is a need to continue or withdraw from the institute.

While our goal is to increase each participant's leadership capacity, we ultimately increase the school's learning capacity. An increase in the learning capacity of a school may take a few years to manifest. Organizational learning capacity is assumed to be linked to student achievement.

While current research does not find strong support for links between principal effectiveness and student achievement, we hope to confirm that link with this institute. What we do here should eventually improve participants' schools in ways that matter to Indiana citizens.

IPLI is not involved in the accrediting of schools. Indiana allows schools accreditation choices. Schools may pursue accreditation through a recognized regional or national accrediting agency (AdvancEd/Cognia, ACSI, CSI, ISACS, NLSA, etc.) or the Indiana Department of Education. All school data collected as part of IPLI are used to develop an improvement plan, not accreditation.

► **ASSESSMENT OF THE INSTITUTE**

As we consider building-level data as criteria to determine eligibility for participants, these same criteria will serve as dependent variables when evaluating the effectiveness of the IPLI. An external evaluator and graduate assistants will collect data from participants and their schools and observations from seminars. In addition, IPLI will administer exit surveys to all participants.

The time it takes for any school to improve can be difficult to determine; thus, case study research will also occur as these schools move forward. We hope to build a strong case for each school two to three years after completing IPLI.

Past academies dedicated to principals' professional development in Indiana have been successful yet limited in evidence success beyond anecdotal testimonies. We intend to take this institute beyond a "feel good" experience and provide empirical evidence of its impact. Key Performance Indicators will be part of the annual report when valid data are available.

► **ANNUAL REPORT**

An annual report shall provide a framework for annual Advisory Board meetings and serve as items to be presented to the Indiana legislature and current ISU President each summer. The content of that report shall include the following:

- A summary of the activities of the Institute;
- Data on the number of individuals trained;
- An analysis of the extent to which the purposes of the institute have been accomplished;
- A proposal for a program and budget for the two (2) years following the year that is the subject of the report; and
- A short-term and long-term vision for the institute.

The most current report will be posted on the IPLI website (www.indianapli.org) and available to the public.

► IMPACT REPORT

Each winter, IPLI will publish a brief *Impact Report* highlighting the Institute's yearly activities and accomplishments. Copies of the report will be distributed to every legislator and appropriate constituency. The *IPLI Impact Report* will also serve as a marketing and recruiting tool for IPLI as well as an informational document for communication purposes.

SELECTION OF PRINCIPALS

► APPLICANT ELIGIBILITY

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 principals with at least three (3) years of administrative experience in Indiana public schools and intend to continue as a public school principal."

► APPLICATION PROCESS

Before completing the application, the principal and nominating superintendent or district-level supervisor should review the cohort information packet provided online at www.indianapli.org. (See Appendix C).

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

- The 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. The Superintendent completes and then "submits."

► SELECTION OF PARTICIPANTS

The Director of IPLI will initially review all applications to ensure each applicant has met the eligibility criteria (see "Applicant Eligibility" above). Applicants not meeting the requirements will be notified via email by the IPLI Director. Applicants meeting criteria will then be reviewed by the IPLI Cohort Selection Committee; two IPLI Mentors, the IPLI Director, a representative from the IPLI Advisory Board, and the ISU Department of Educational Leadership IPLI liaison. By late March, the selection of principals for the newest cohort will conclude, and the superintendent/district-level supervisor and the principal will be notified electronically by IPLI.

PARTICIPANT COMMITMENT

Participants will be engaged in Institute activities for 40 hours per semester. This participation level has been established to accommodate those seeking graduate university credit for this experience. Thus, focus-cohorts will meet regionally with their mentors monthly to share progress reports and research findings. Mentors will make weekly contact with each principal in their focus cohorts. Additionally, all principals and mentors will attend five seminar days of each year's two-year commitment.

Each participant will develop a *Personal Improvement Plan* to be facilitated using action research methods. These plans will serve as frameworks by which collaborative discussions will occur. Individuals who are not present at seminars or do not engage in their focus-cohort reflection will not succeed. Each principal will be expected to attend each seminar. Principals will be expected to participate in seminar activities, complete assignments away from seminars, assist in their schools' data collection, and build a small team of teacher-leaders to help support a *School Improvement Plan*.

► GRADUATE CREDIT

Participants may gain 12 units of graduate credit through the Extended Learning office at ISU at a reduced tuition rate. Information on registering with ISU will be sent to participants in June.

See Appendix D for additional information.

► PROFESSIONAL GROWTH PLAN (PGP) POINTS

IPLI mentors and principals with five- or ten-year licenses can receive 90 PGP points for the two-year program. IPLI will issue a certificate with the number of PGP points earned (45 each year based on attendance/participation) to each participant. This certificate may be used as verification to renew a license through the individual's LVIS account.

Teacher's participating in year two of IPLI will receive the following PGP points for participation in the IPLI Seminars:

- Summer Seminar Day 1: 6 PGP Points
- Summer Seminar Day 2: 6 PGP Points
- September Seminar: 6 PGP Points
- January Seminar: 6 PGP Points
- April Seminar: 6 PGP Points

IPLI will issue a certificate with the number of PGP points earned in early June. Individual principals can award additional points to teachers for other activities and leadership roles (e.g., school improvement team chair, PLC team leader, etc.).

► IMAP

New Principals/1st Year Principal/1st Year IMAP/1st Year IPLI:

The two-year IPLI program fulfills the requirements for IMAP. New principals should NOT enroll in IMAP. This will avoid confusion with the Moodle assessment. At the end of IPLI (2 years), IPLI will issue a certificate of completion. This certificate can be used in place of the Moodle report card when a principal goes to convert, not renew, their IP license to the five-year PP license. Individuals will also need to submit the Individual Development Summary Form that the principal's mentor must sign at the end of the two-year program.

<http://www.doe.in.gov/sites/default/files/licensing/individual-development-plan-summary.pdf>).

2nd Year Principal/Second Year IMAP/1st Year IPLI: IMAP requires two years of mentorship. Because the principal has not completed two years of IPLI, they will need to renew their initial certificate by going to the LVIS portal:

<http://www.doe.in.gov/licensing/lvis>), logging in, and requesting to renew the initial license. When it asks for a reason, state, "I have not completed IMAP at this time."

The initial license will be renewed. At the end of year two, IPLI will issue a certificate of completion. This certificate can be used in place of the Moodle report card requested when a principal goes to convert, not renew, their IP license to the five-year PP license. Individuals will also need to submit the Individual Development Summary Form that the principal's mentor must sign at the end of the two-year program.

<http://www.doe.in.gov/sites/default/files/licensing/individual-development-plan-summary.pdf>.

CORPORATION COMMITMENT

A one-time financial contribution from the corporation of \$1000 will motivate the principal to participate with fidelity and integrity, demonstrating the corporation's willingness to support the principal. IPLI is a two-year institute with multiple assurances required of the participant. Nominating a principal implies that the superintendent and school board believe this principal can improve their school and support change.

GOVERNANCE & BYLAWS *(Indiana Senate Enrolled Act 0402; Public Law 253)*

► **ADVISORY BOARD**

The Advisory Board will be selected by a process that allows the greatest representation from all state regions. Board members will serve four-year terms commencing May 1. If a member leaves the board before term expiration, a replacement will be selected to complete that term.

The Advisory Board shall be composed of the following:

The president of Indiana State University appoints eight (8) members, and the Indiana Secretary of Education appoints one (1) member. Each of the following groups must be represented by at least one (1) member of the Advisory Board:

- Practicing public school principals;
- Members of the Indiana General Assembly;
- Experts in administration, supervision, curriculum development, or evaluation which are members of the faculty of a state-supported university;
- Practicing school superintendents;
- Parents of public school-age children;
- Practicing public school teachers; and
- Members of the business or industry community.

The group will meet twice annually, once in the fall and once in the spring. Robert's Rules of Order shall be the authority on all questions of procedure. The board chairperson shall determine the location, date, and time and provide it to board members. Special meetings may be convened to address issues pertaining to personnel and may be conducted using electronic media with a quorum that will consist of seven members and the Director. The administrative assistant or Program Coordinator shall take meeting minutes. Should members miss meetings often, they will be replaced, with the new member completing that term.

The primary charge of the Advisory Board is to provide the Director perspectives from various constituencies of the state regarding matters relevant to the IPLI.

The Advisory Board shall:

- 1) Annually elect a chairperson;
- 2) Advise the Director about the curriculum of the Institute;
- 3) Review the plan developed by the Director;
- 4) Approve an evaluation plan for the Institute;
- 5) Review the Director's plan for continuing education;
- 6) Review the Institute budget and make recommendations to the Director;

- 7) Set criteria for the selection of Institute participants;
- 8) Review the operation of the Institute and make recommendations to the Director;
- 9) Assist the Director in compiling the annual report for submission to the general assembly;
- 10) Consider coordinating the programs and curriculum offered at the Institute with the programs and curriculum required in principal certification programs offered at postsecondary educational institutions in Indiana; and
- 11) Complete other tasks requested by the Advisory Board by the president of the university or the Director.

Current Advisory Board Members

Groups	Board Members	
State Superintendent appointment	Dr. Jason Callahan Secretary of Student Pathways & Opportunities Indiana Department of Education	
Practicing public school principals	Aretha Britton Principal Rhoades Elementary School MSD Wayne Township, Indianapolis	Shawn Wright-Browner Director/Principal J. Everett Light Career Center MSD Washington Township
Members of the General Assembly	The Honorable Andy Zay Indiana State Senator	
Experts in administration, supervision, curriculum development, or evaluation are members of the faculty of a state-supported university	Dr. Steve Gruenert Professor, Dept. of Educational Leadership at Indiana State University	
Practicing school superintendents	Rob Moorhead Superintendent South Ripley School Corporation	
Parents of public-school-age children	Dr. David Hoffert Superintendent Warsaw Community Schools	
Practicing public school teachers	Kelly Amos Elementary Teacher Richmond Community Schools	
Members of the business or industry community	Rick Burger Government & Community Relations Manager Duke Energy	

Others:	<p>Dr. Todd Bess Executive Director Indiana Association of School Principals</p> <p>Dr. Robert Taylor Executive Director Indiana Association of Public School Superintendents</p> <p>Greg Goode Government Relations Executive Director of Indiana State University</p> <p>Senator Jon Ford Indiana State Senator</p>
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► DIRECTOR

The Director provides leadership for all aspects of the IPLI, ensuring resource acquisition and expenditures fidelity, supervising personnel behaviors, and coordinating activities with other organizations, universities, and the Advisory Board. The Director shall oversee the effective and efficient running of all operations of the institute, including issues related to:

- Personnel decisions regarding mentors, administrative assistants, and participants;
- Financial disbursements, balances, and compliance with ISU and state policies;
- All seminar functions to include planning, logistics, special guests, opening and closing of each seminar;
- Mentors;
- Focus-cohort regional meetings;
- Matters concerning the Advisory Board and meetings;
- Drafting reports for Advisory Board and the Indiana General Assembly;
- Proposal writing for the further development of additional institutes;
- Working with ISU legislative liaison with matters related to that office;
- Maintaining a strong reputation and relevance of IPLI;
- Assessment of IPLI, working with the external evaluator;
- Marketing IPLI;
- Recruitment of participants, mentors, and Advisory Board members, as needed;
- Moving the state model toward a national model;
- Attending, presenting, and recruiting at relevant conferences;
- Assignments of graduate assistants;
- Providing updates at EDLR, K-12 monthly meetings; and
- Ensuring the institute and its employees abide by IPLI rules and bylaws.

The Director is appointed by the Advisory Board and can be removed if situations merit such decisions. In the event of a removal, the Advisory Board will conduct a meeting as soon as possible to hear evidence and make a determination. The K-12 faculty liaison of the EDLR department at ISU will serve as Interim Director when that office is vacant.

► PROGRAM COORDINATOR

Working closely with the Director, the Program Coordinator supports the development and implementation of IPLI. Under limited supervision, this position coordinates various complex activities working with University personnel and external constituencies. The Program Coordinator also manages the budget and overall marketing and communication for IPLI and coordinates the scheduling and execution of IPLI events on- and off-campus.

The Program Coordinator shall maintain the IPLI office and confer with EDLR administrative assistants to ensure compliance with ISU policies and coordination with EDLR events and personnel.

► **PART-TIME ADMINISTRATIVE ASSISTANT (AS NEEDED)**

The part-time Administrative Assistant (as needed) shall provide clerical services to the Director and Program Coordinator, including assisting with any of the Director and Program Coordinator duties previously listed or additional responsibilities, such as:

- Reception duties;
- Seminar duties;
- Working with ISU departments to ensure compliance with university policies;
- Oversight of equipment maintenance and material needs;
- Maintain an aesthetically pleasing office and meeting places; and
- Maintenance of all relevant records and documents.

► **LEADERSHIP TEAM**

Created in 2018, the IPLI Leadership team was developed to assist the Director in the growth and leadership of the mission of IPLI to provide Indiana principals with high-quality professional development that allows them to increase their leadership capacities and the learning capacities of their schools. The vision of the IPLI Leadership team is to build an exemplary learning community for Indiana school principals.

Selection of Team Members

The team shall consist of four (4) to six (6) experienced mentors selected by the Director, Program Coordinator, and the ISU Department of Educational Leadership IPLI liaison.

- **Team Roles & Responsibilities**
 - Assist the Director in the continued development of IPLI;
 - Assume responsibilities for teaching and guiding mentors and principals through the action research process;
 - Work with the Director to develop and implement yearly recruitment plans;
 - Work with the Director to develop and implement communication, marketing, and lobbying plans;
 - Work with the Director to build leadership capacity within IPLI;
 - Work with the Director to develop a post-graduation program for IPLI principals.
- **Individual Roles & Responsibilities**
 - Take a balcony view of IPLI;
 - Be a role model for mentors;
 - Take on various leadership roles such as leading sessions, introducing speakers, stepping in where needed, etc.
 - Take an active role in IPLI recruitment;
 - Take an active role in IPLI advocacy, especially with legislators.

- **Stipend**

Each member will receive an annual stipend determined by the Director for their work on the IPLI Leadership Team.

► **COMMITTEES**

The Director may convene ad hoc committees to provide the Advisory Board with information relevant to a decision, amendment, or venture. These committees shall comprise board members and external individuals who may contribute information pertinent to the issue.

► **REMOVAL OF AN OFFICER**

The following procedure shall be used to dismiss any officer, those being Advisory Board members or Director:

- Any officer may notify the Director (EDLR liaison if the Director is involved) of a situation warranting removal;
- The Director shall issue written communication (to include email) to the officer in question concerning the reason for removal;
- If the situation does not improve in a reasonable time, or if the case involves an infraction of law or moral code, the Director shall bring the issue to the president of ISU;
- If removal of the officer is necessary, the president of ISU will send a registered letter announcing the officer's removal from office, which becomes effective immediately;
- The K-12 faculty liaison of the EDLR department at ISU will serve as interim Director when that office is vacant.

► **DISCRIMINATION AND HARASSMENT POLICY**

The Indiana Principal Leadership Institute is housed at Indiana State University in the Bayh College of Education.

Indiana State University does not discriminate on the basis of age, disability, genetic information, national origin, pregnancy, race/color, religion, sex, gender identity or expression, sexual orientation, veteran status, or any other class protected by federal and state statutes.

Indiana State University and the Indiana Principal Leadership Institute are committed to providing equal education and employment opportunities. Discrimination based upon any protected class is strictly prohibited. All complaints of discrimination should be directed to the following:

Assistant Vice President of Equal Opportunity and Title IX Director
 Equal Opportunity and Title IX Office
 Rankin Hall, Room 426
 Indiana State University Terre Haute, IN 47809
 (812)237-8957

ISU-equalopportunity-titleix@mail.indstate.edu

WEBSITE AND SOCIAL MEDIA OUTLETS

The Program Coordinator will maintain the Indiana Principal Leadership Institute website, housed at ISU, and is available at www.indianapli.org. Other social media outlets include Twitter at @INPLI and Facebook at indianapli.isu. These media outlets' primary purpose will be to provide visitors, future participants, current participants, and other school leaders with a venue for best practices in school leadership and improvement. It will also keep the community informed of what activities IPLI is engaged in, future events, evaluation of the program, annual report, current research projects, and participant/personnel information.

IPLI STRUCTURE: YEAR 1

Year one for the principals begins with the two-day summer seminar. Four additional day-long seminars will be held in September, November, January, and April. Mentors will meet in August, October, February, March, and May/June with their regional focus- cohort groups. It is expected that all principals and mentors attend each seminar. The following describes general activities relevant to each seminar during year one. Some topics may shift as critical federal and state issues emerge.

July Seminar: 2-day Seminar focused on the following outcomes:

Participants will:

- Learn about the Institute's mission and goals;
- Learn best practices regarding data collection, analyzing results, setting goals, initiating action, and reflecting on those actions;
- Meet their mentors, plan future regional meetings, and learn about each other;
- Engage in discussions led by guest speakers relevant to leadership and school success, and
- Develop their first personal improvement plan/action research plan.

September Seminar: 1-day Seminar focused on the following:

Participants will:

- Engage in discussions led by guest speakers relevant to improving leadership capacity, teacher effectiveness, and school culture;
- Share progress reports and research findings, and
- Build on their personal improvement plans/action research plans.

November Seminar: 1-day IASP State Conference in Indianapolis focused on the following:

Participants will:

- Engage in discussions led by guest speakers relevant to leadership and community issues;
- Share progress reports and research findings, and
- Build on their personal improvement plans/action research plans.

January Seminar: 1-day Seminar focused on the following outcomes:

Participants will:

- Engage in discussions led by guest speakers relevant to school leadership;
- Share progress reports and research findings; and
- Build on their personal improvement plans/action research plans.

April Seminar: 1-day Seminar focused on the following outcomes:

Participants will:

- Engage in discussions led by guest speakers relevant to school culture and leadership teams;
- Share action research findings in the annual IPLI Action Research Showcase; and
- Build on their personal leadership improvement plans/action research plans.

► **YEAR 1 - FOCUS ON THE PRINCIPAL**

Month	Focus/Activities	Speakers
July: 2 days	2-Day Summer Seminar: <ul style="list-style-type: none"> • Understanding action research • Leadership development • Regional focus-cohort meetings 	<ul style="list-style-type: none"> • Dr. Kelly Andrews - Overview of IPLI • Leadership Keynote – TBD annually • Dr. Nancy Dana - <i>Overview of Action Research & mini AR projects</i> • Dr. Todd Whitaker – <i>What Great Principals Do Differently</i>
August	Regional Focus-Cohort Meetings: <ul style="list-style-type: none"> • Share the progress of mini AR projects • Hot topics/issues 	
September	Seminar - Focus on Principal as Instructional Leader: <ul style="list-style-type: none"> • Leadership development • Building-level hot topic sessions • Regional focus-cohort meetings - start developing a leadership AR project 	<ul style="list-style-type: none"> • Dr. Nate Regier - <i>Mindset Shifts Personality and Leadership</i> • Dr. Ryan Donlan, Dr. Steve Gruenert, Emily Tracy – <i>Leadership Development</i>
October	Regional Focus-Cohort Meetings: <ul style="list-style-type: none"> • Continued development of leadership AR project • Hot topics/issues 	
November	Seminar - In conjunction with IASP Conference: <ul style="list-style-type: none"> • Leadership development • Attendance at the conference Sunday, Monday, and Tuesday • Regional focus-cohort meetings 	<ul style="list-style-type: none"> • IASP Leadership Keynotes: Sunday, Monday, and Tuesday – TBD annually • Concurrent sessions: Monday and Tuesday
December	No meetings	
January	Seminar - Focus on Principal as Instructional Leader: <ul style="list-style-type: none"> • Leadership skill development • Progress update on individual leadership action research projects • Building-level hot topics • Regional focus-cohort meetings 	<ul style="list-style-type: none"> • Dr. Rhonda Roos – <i>The Principal Toolbox</i> • Steve Gruenert: <i>Selecting Year 2 Teacher-Leaders</i>

Month	Focus/Activities	Speakers
February	Regional Focus-Cohort Meetings: <ul style="list-style-type: none"> • Progress report on individual leadership AR project • Hot topics/issues 	
March	Regional Focus-Cohort Meetings: <ul style="list-style-type: none"> • Progress report on individual leadership AR project • Hot topics/issues 	
April	Seminar – Action Research Showcase: <ul style="list-style-type: none"> • Leadership development • Understanding and shaping school culture • Each principal shares the results of their AR leadership project • Review of school culture data • Building-level hot topic sessions 	<ul style="list-style-type: none"> • <i>AR Showcase Celebration</i> • Dr. Kelly Andrews: <i>Overview of IPLI Year 2</i> • Dr. Steve Gruenert - <i>School Culture</i>
May/June	Regional Focus-Cohort Meetings: <ul style="list-style-type: none"> • Selecting teacher-leaders for Year 2 • Using AR as part of a continuous learning cycle for school leaders • Hot topics/issues 	

IPLI STRUCTURE: YEAR 2

As year two begins for principal participants, focus cohorts will meet regionally with their mentors each month to share progress reports and research findings. Mentors will also continue to contact each principal in their focus cohorts weekly. The expectation that all principals and mentors attend each seminar will continue. In addition, principals will be asked to bring two (2) teacher-leaders from their schools to the Summer, September, January, and April seminars. These school teams will work together to study their schools and create a school improvement plan using the Marzano *High-Reliability Schools™* school improvement framework. The following describes general activities relevant to each seminar for the first cohort. Some topics may shift as critical federal and state issues emerge.

July Seminar: 2-day Seminar focused on the following outcomes; participants will:

- Bring teams from their schools to engage in school improvement planning;
- Overview of the Marzano *High-Reliability School's™* school improvement framework;
- Review *High-Reliability Schools™* Level 1 Leading Indicators Survey data—*Safe and Collaborative Culture*;
- Overview of Level 1 Critical Commitments for ensuring a safe and collaborative culture for ensuring effective teaching in every classroom;
- Begin development of schoolwide mini-action research project;
- Share research methods and findings with Year-One principals;
- Engage in discussions led by guest speakers; and
- Meet with the regional focus cohort.

September Seminar: 1-day Seminar focused on the following outcomes; participants will:

- Review *High-Reliability Schools™* Level 2 Leading Indicators Survey data—*Ensuring Effective Teaching in Every Classroom*;
- Overview of Level 2 Critical Commitments for ensuring effective teaching in every classroom;
- Engage in discussions led by a guest speaker on the effective use of data;
- Share progress reports and research findings from the mini Action Research project; and
- Continue development of school improvement plans with their teams.

November Seminar: 1-day IASP State Conference in Indianapolis focused on the following outcomes. Participants will:

- Engage in discussions led by guest speakers relevant to leadership, teacher evaluation, and student achievement; and
- Share progress reports and research findings

January Seminar: 1-day Seminar focused on the following outcomes; participants will:

- Review *High-Reliability Schools™* Level 3 Leading Indicators Survey data—*Guaranteed and Viable Curriculum*;
- Overview of Level 3 Critical Commitments for ensuring a guaranteed and viable curriculum;
- Engage in discussions led by a guest speaker relevant to the curriculum;
- Share progress reports and research findings; and
- Continue development and implementation of school improvement plans with their teams.

April Seminar: 1-day Seminar focused on the following outcomes; participants will:

- Share team action research findings in the annual IPLI Showcase of Schools;
- Build structures beyond the institute experience to sustain a network of support and school improvement; and
- GRADUATION

► YEAR 2 - FOCUS ON THE SCHOOL

Month	Focus/Activities	Speakers
July: 2 days	Two-Day Summer Seminar: <ul style="list-style-type: none"> • Leadership for school improvement - principal and teacher-leaders • Critical commitments to improve schools • Analyze Level 1 HRS™ data • Share AR projects with the new cohort • Mini AR SIP project 	<ul style="list-style-type: none"> • Leadership Keynotes – TBD annually • Marzano Research Keynote, <i>The Journey to Becoming a Professional Learning Community – HRS1: Safe and Collaborative Culture</i>
August	Regional Focus-Cohort Meetings: <ul style="list-style-type: none"> • Progress report on team mini AR projects • Analyzing data for school improvement planning • Hot topics/issues 	
September	Seminar: <ul style="list-style-type: none"> • Share results of the mini AR SIP project • Critical commitments to improve schools • Analyze Level 2 HRS™ data • Development of AR SIP project • Building-level hot topic sessions • Regional focus-cohort meetings 	<ul style="list-style-type: none"> • Dr. Phil Warrick, Marzano Research, <i>The Journey to Becoming a Professional Learning Community – HRS 2 - Ensuring Effective Teaching in Every Classroom</i>
October	Regional Focus-Cohort Meetings: <ul style="list-style-type: none"> • SIP - Where do we start? Review critical commitments • Development of AR SIP project • Hot topics/issues 	
November	Seminar - In conjunction with IASP Conference: <ul style="list-style-type: none"> • Leadership development • Attendance at the conference Sunday, Monday, and Tuesday • Regional focus-cohort meetings 	<ul style="list-style-type: none"> • IASP Leadership Keynotes: Sunday, Monday, and Tuesday – TBD annually • Concurrent sessions: Monday and Tuesday • Meet with the cohort to share progress on the school team project
December	No Meetings	

January	Seminar: <ul style="list-style-type: none"> • Critical commitments to improve schools • Analyze Level 3 HRS™ data • Share progress on the AR SIP project • Building-level hot topic sessions • Regional focus-cohort meetings 	<ul style="list-style-type: none"> • Dr. Phil Warrick, Marzano Research, <i>The Journey to Becoming a Professional Learning Community –HRS 3 - Guaranteed & Viable Curriculum</i>
February	Regional focus-cohort meetings: <ul style="list-style-type: none"> • Review the progress of the AR SIP project • Hot topics/issues 	
Month	Focus/Activities	Speakers
March	Regional focus-cohort meetings: <ul style="list-style-type: none"> • Review the progress of the AR SIP project • SIP for next year • Hot topics/issues 	
April	Seminar: <ul style="list-style-type: none"> • Leadership development • AR SIP Project Showcase • Graduation 	<ul style="list-style-type: none"> • Annette Breaux- <i>Seven Simple Secrets</i>
May/June	Regional focus-cohort meetings: <ul style="list-style-type: none"> • Bringing closure to IPLI • Celebration • Hot topics/issues 	

IPLI EXTENDED

IPLI Extended is a formal, year-long, intensive professional development program for IPLI graduates. Extended allows participants to dig deeper into topics covered during the IPLI experience or current issues of interest to Indiana Leaders. In addition to three-day-long seminars, graduates meet in regional focus cohorts throughout the state (August, October, and February). Topics vary yearly so that graduates can enroll in Extended multiple times. When appropriate, Extended participants are encouraged to bring teacher-leaders to the seminars.

► EXTENDED FACILITATOR REQUIREMENTS

➤ FACILITATOR REQUIREMENTS:

- Complete training;
- Attend all seminar planning meetings (held the day/evening prior to the seminar);
- Attend all seminars;
- Attend post-seminar meetings normally held immediately following the conclusion of the seminar;
- Arrange and conduct three (3) regional focus-cohort meetings (August, October, and February);
- Maintain regular contact with their focus cohort members throughout the year. It is expected that the facilitators be in contact with their focus-cohort members at least bi-weekly;
- If requested, complete a site visit per year to a focus-cohort member's school;
- Write at least one blog post for the IPLI website each year;
- Aid in the development of IPLI resources to support principals; and
- Complete reports as required. (See Appendix A)

➤ FACILITATOR QUALIFICATIONS

- Previously a mentor for IPLI;
- A minimum of five years of successful experience as a building principal in Indiana is preferred;
- No individual shall serve as an Extended Facilitator if more than five years have elapsed since their last date of service as a principal in an Indiana school. Service in some other educational capacity that routinely requires daily interaction with principals and familiarity with the issues and challenges they face will also be considered. Evidence of the latter type of service shall be a contract, job description, or other document submitted with mentor application materials;
- A facilitator may work with principals in their district. If the facilitator serves a supervisory role and the IPLI Extended participant requests a site visit, another IPLI Extended facilitator will be asked to provide the site visit.
- A facilitator must have access to a computer or electronic device capable of downloading and sharing documents from the IPLI website; and
- A facilitator must be able to communicate electronically via social media or professional (Internet) media platforms.

➤ **EXTENDED FACILITATOR STIPEND**

- IPLI Extended Facilitators will receive a yearly stipend of \$250 for each principal served. In addition, IPLI pays for the following for the year:
 - ✚ Membership in the Indiana Association of School Principals (IASP)
 - ✚ Registration for the IASP Fall Professionals Conference;
 - ✚ Mileage reimbursement for travel for training, seminars, site visits, and focus-cohort meetings; and
 - ✚ Hotel costs for the summer seminar and IPLI mentor planning meetings (day/night before the seminars).

➤ **FACILITATOR SELECTION**

IPLI Mentors wishing to serve as Facilitators for IPLI Extended should notify the IPLI Director. The Director and Leadership Team will select Extended Facilitators based on the program's needs.

➤ **APPOINTMENT/REMOVAL OF EXTENDED FACILITATORS**

Facilitators will be appointed by the Director and can be removed if a situation merits such actions. Upon removal of a facilitator, the Director will consult with the ISU Department of Educational Leadership liaison to find an acceptable replacement. The Director will assume the duties of a removed facilitator until a replacement has been employed.

➤ **GHOST EMPLOYMENT**

Facilitators must work with their superintendents and school boards to determine how their involvement with this institute may conflict with board policies. The institute makes no claims about that process. The Indiana School Boards Association has made the following suggestions:

1. If they have a district policy concerning working with a government agency, that is the best option. We might suggest the facilitators consider asking their districts to adopt such a policy. Language from IC- 35-44.1-1-3 should assist in writing this policy.
2. This is the second-best option if they have personal or vacation days available.
3. Last would be to have the district deduct their per diem for each full day they mentor and are paid by IPLI. In addition, districts may consider involvement with IPLI as part of the facilitator's professional development and allow the use of professional development days for this work.

APPENDIX A

Mentor Reporting Forms

Regional Focus Cohort Meeting Summary On-Site Visit Summary

Regional Focus-Cohort (via Google Forms)

Mentors have been asked to meet with their focus cohort once per month when seminars do not occur (August, October, February, March, May/June). These regional meetings should be face-to-face and located within a reasonable driving distance for focus-cohort members. These meetings should be three hours minimum in duration. Regional meetings intend to provide ongoing conversations among the focus-cohort members, share research progress, and build trusting, collegial relationships that will hopefully transcend the institute experience. This form is designed for mentors to record highlights from each meeting. If an agenda is used, please submit it and any other supporting documents to Madison at madison.gruenert@indstate.edu.

Date of Regional Focus-Cohort Meeting:

Length of Regional Focus-Cohort Meeting:

(Example: 3 hours, 3.5 hours, etc.)

Location of Regional Focus-Cohort Meeting:

(Example: Anywhere High School, Pleasantville, IN / Outback Steakhouse, Indianapolis, etc.)

What was discussed?

Progress on Action Research Projects/School Improvement Plans:

Successes / Concerns:

Mentor Reflection:

Check those in attendance:

(Leave blank if absent)

On-Site Visits (via Google Forms)

Mentors have been asked to visit each focus-cohort principal twice a year (once in the fall and spring). We believe the best visits will occur face-to-face; however, we also understand there will be times when this is difficult. Regardless of the format, we provide some structure to these visits to assist those discussions. Mentors are asked to complete the following items below during or immediately after. These comments should be confidential and shared with other mentors or the Director and should not be shared with other principals or faculty. If you have any other supporting documents, please submit them to Madison at madison.gruenert@indstate.edu.

Principal and School Visited:

Date of On-Site Visit:

Duration of the On-Site Visit:

(Example: 2 hours, 1.5 hours, etc.)

Format of Visit:

(e.g., school walk-around; visit with teachers; one-on-one discussion with principal only, etc.)

Action Research Projects Progress:

Principal's Understanding of Self:

Principal's Understanding of the School:

Interaction of Principal and School:

(e.g., What was the relationship between the teachers and the principal? The principal appeared to have a firm grasp of working with the culture in their school.)

Mentor Reflection:

APPENDIX B

Mentor Information

2023 Mentor Information
2023 Mentor Nomination Form
2023 Mentor Application

401 N 7th Street, UH 213
Terre Haute, IN 47809
(812) 237-2932



www.indianapli.org
Madison.Gruenert@indstate.edu

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 11 (2023-2025) Prospective Mentor Information

IPLI Framework

Mentoring is one component of the IPLI Framework. Individuals interested in becoming an IPLI Mentor are asked to read the IPLI overview - *Prospective Applicant Information*, available on the IPLI website at www.indianapli.org.

Role of the Mentor

Experiences from successful school leaders are priceless. The role of the mentors will be critical. Mentors will:

- Create, develop, and maintain effective, professional mentoring relationships with IPLI principals.
- Sustain meaningful conversations, ask tough questions, and support each principal "at" and "away from" the seminars. As guest speakers share information at seminars or by sharing reflections, mentors will help principals process that information into meaningful, useable knowledge.
- Resist the temptation to solve any issue; instead, provide a basis for finding solutions and revealing underlying principles, research, or theories that can guide any decision.
- Build trust among the members of their focus cohorts and keep those groups engaged in seminar activities.
- Report any issues or circumstances that may prevent participants from succeeding to the Director.
- Collaborate with other mentors to ensure constancy of purpose within the Institute.
- Work with Director and other mentors to create materials and resources for the Institute.
- Collaborate with the Director and other mentors to maintain a presence on social and professional media.

- Maintain a strong reputation in the field and not compromise the Institute's integrity or other staff members or participants.

Position Requirements

Mentors shall be required to do the following:

- Complete mentor training (TBD);
- Attend all seminar planning meetings (held the day/evening prior to the seminar);
- Attend all seminars;
- Arrange and conduct five (5) regional focus-cohort meetings (August, October, February, March, May/June);
- Maintain regular contact with their focus-cohort members throughout the two years. It is expected that the mentors be in contact with their focus-cohort members at least once per week;
- Complete a minimum of two site visits per year to each focus-cohort member's school (Fall/Spring);
- Write at least one blog post for the IPLI website each year;
- Aid in the development of IPLI resources to support principals; and
- Complete reports as required.

Mentor Qualifications

- Completion of IPLI is required.
- A minimum of five years of successful experience as a building principal in Indiana is preferred.
- No individual shall serve as a mentor if more than five years have elapsed since their last date of service as a principal in an Indiana school. Service in some other educational capacity that routinely requires daily interaction with principals and familiarity with the issues and challenges they face will also be considered. Evidence of the latter type of service shall be a contract, job description, or other document submitted with mentor application materials;
- A mentor may work with a principal in their district, but the mentor may not be the principal's evaluator or supervisor.
- A mentor must have access to a computer or electronic device capable of downloading and sharing documents from the IPLI website.
- A mentor must be able to communicate electronically via social media or professional (Internet) media platforms.

Appointment/Removal of Mentors

Mentors will be appointed by the Director and can be removed if a situation merits such actions. Upon removal of a mentor, the Director will consult with the ISU Department of Educational Leadership liaison to find an acceptable replacement. The Director will assume the duties of a removed mentor until a replacement has been employed.

Mentor Stipend

IPLI Mentors will receive a yearly stipend of \$1,000 for each principal served. In addition, IPLI pays for the following for both years:

- Membership in the Indiana Association of School Principals (IASP)
- Registration for the IASP Fall Conference;
- Mileage reimbursement for travel for mentor training, seminars, site visits, and focus-cohort meetings; and
- Hotel costs for the summer seminar and IPLI Mentor Planning meetings (day/night before the seminars).

Ghost Employment

Mentors must work with their school boards to determine how their involvement with this institute may conflict with board policies. The institute makes no claims about that process. The Indiana School Boards Association has made the following suggestions:

1. If mentors have a district policy concerning working with a government agency, that is the best option. We might suggest the mentors consider asking their districts to adopt such a policy. Language from IC- 35-44.1-1-3(f) should assist in writing this policy.
2. The second-best option is if mentors have personal or vacation days available.
3. The last would be for mentors to have the district deduct their per diem for each full day they mentor and are paid by IPLI.

In addition, districts may consider involvement with IPLI as part of the mentor's professional development and allow the use of professional development days for this work.

Mentor Selection

The application process for mentors for IPLI consists of two phases. Phase one is nomination by an individual that has knowledge of the prospective mentor's leadership and mentoring skills. Phase two is the completion of the *Mentor Application Packet*. Selection decisions will be made at the sole discretion of IPLI and its Mentor Selection Committee once all application materials are submitted.

Nominations: Beginning November 21, 2022, IPLI will start taking nominations for mentor positions. Superintendents, district-level administrators, principals, and other colleagues who know the prospective mentor's leadership and mentoring skills may nominate an individual to be an IPLI Mentor. To nominate an individual, complete the *Mentor Nomination Form* and submit it electronically to madison.gruenert@indstate.edu. Nominations are due by **February 1, 2023**.

Application: Once a nomination is received, the nominee will receive (via email) an application to complete. Nominee applications are due by **February 15, 2023**, and should be electronically submitted to madison.gruenert@indstate.edu. A completed application consists of the following:

- A letter of interest: A letter of interest should contain information on why an IPLI Mentor interests the nominee and why their skills and experience would be an asset to IPLI.
- Completed *IPLI Mentor Application*.
- Current resume.
- Evidence of valid Indiana administrative license.

Application Review: The Director of IPLI will initially review all mentor applications to ensure the applicant has met all eligibility criteria. Applicants not meeting the requirements will be notified electronically by the IPLI Director.

Selection: Applicants meeting criteria will then be reviewed by the IPLI Mentor Selection Committee, two IPLI Mentors, the IPLI Director, a representative from the IPLI Advisory Board, and the ISU Department of Educational Leadership IPLI liaison. In addition to assessing each mentor applicant's quality and ability to mentor, reviewers will consider each new cohort's needs, including geographical location and building-level needs. Applicants may be asked to interview with the IPLI Mentor Selection Committee. Applicants will be notified electronically by the IPLI Director regarding the review outcome.

Timeline:

- Nominations are due by February 1
- Nominee applications are due by February 15
- Notification by mid-to-late April

Mentor Training

Selected mentors must attend the one-day IPLI Mentor Training Workshop held in mid-June. In addition, mentors are required to attend the following:

- Mentor training is held one day before the Summer Seminar;
- Seminar planning and mentor training meetings are held the evenings before the September, November, January, and April seminars; and
- Post-seminar meetings to reflect and plan (one hour after Summer, September, November, January, and April seminars).

Mentor Support

In addition to the scheduled training and materials received at these training, the IPLI Director will send monthly electronic newsletters to support mentors' work with principals. The Director is available to provide additional support for mentors when needed.

Questions

If you have additional questions about IPLI or the mentoring component, please contact Dr. Kelly Andrews, Director, at Kelly.Andrews@indstate.edu.

Cohort 11: 2023-2025 (tentative dates)

Year 1

- June TBA, 2023: Mentor Training (Indianapolis)
- July 10, 2023: Mentor Meeting (Indiana State University)
- July 11-12, 2023: Summer Seminar (Indiana State University)
- September 19, 2023: Mentor Meeting (Indianapolis)
- September 20, 2023: Seminar (Indianapolis)
- November 19, 2023: Mentor Meeting (Indianapolis)
- November 20, 2023: Seminar in Conjunction with the Indiana Association of School Principals Fall Conference (Indianapolis)
- January 23, 2024: Mentor Meeting (Indianapolis)
- January 24, 2024: Seminar (Indianapolis)
- April 9, 2024: Mentor Meeting (Indianapolis)
- April 10, 2024: Seminar (Indianapolis)
- May/June 2024 - TBA

Year 2

- July 16, 2024: Mentor Meeting (Indiana State University)
- July 17-18, 2024: Summer Seminar (Indiana State University)
- September 23, 2024: Mentor Meeting (Indianapolis)
- September 24, 2024: Seminar (Indianapolis)
- November 17, 2024: Mentor Meeting (Indianapolis)
- November 18, 2024: Seminar in Conjunction with the Indiana Association of School Principals Fall Conference (Indianapolis)
- January 20, 2025: Mentor Meeting (Indianapolis)
- January 21, 2025: Seminar (Indianapolis)
- April 7, 2025: Mentor Meeting (Indianapolis)
- April 8, 2025: Seminar & Graduation (Indianapolis)
- May/June 2025 - TBA

In addition, each year, regional focus cohorts will meet in August, October, February, March, and May/June. Mentors will also complete two on-site visits to participants' schools in the fall and once in the spring each year.

Disclosure: IPLI is funded through appropriations provided by the Indiana General Assembly. The implementation of Cohort 11, scheduled to begin in July 2023, is contingent upon state funds' continued receipt.

Mentor Application Packet Cohort 11 (2023-2025)

Applications are due by February 15, 2023. A completed application consists of the following:

- **A letter of interest:** A letter of interest should contain information on why being an IPLI Mentor interests the nominee and why their skills and experience would be an asset to IPLI;
- **Current resume;**
- **Evidence of valid Indiana administrative license;** and
- This completed the **Mentor Application.**

Name:	
Current Position:	Email Address:
School/Organization:	County:
School/Organization Address, City, Zip:	
District:	County:
District Address, City, Zip:	
Work Phone:	Cell Phone:
Home Address, City, Zip:	

Check if previous IPLI Mentor. Which cohort?

P-12 Administrative Experience

School	District	Position	Dates of Employment

Leadership Highlights (e.g., F to A school, implementation of PLCs, etc.)

Assurances:

- I have read and understand the role, requirements, and qualifications outlined in the Prospective Mentor Information.
- I have checked my calendar for the next two years to ensure I can attend ALL mentor training and mentor meetings and attend ALL seminars.
- If selected as a mentor, I will participate in the training and professional development and fulfill all the required duties stipulated in the “Mentor Information 2023-2025 Cohort 11” publication of the Indiana Principal Leadership Institute.

Please initial the box indicating your agreement with the above-listed assurances.

Date: _____

<u>2023-2025 Dates</u>	
<u>Year 1</u>	<u>Year 2</u>
June TBA, 2023 - Mentor training	July 17-18, 2024 (<i>Mentor Meeting, July 16</i>)
July 11-12, 2023 (<i>Mentor Training, July 10</i>)	September 24, 2024 (<i>Mentor Meeting, Sept. 23</i>)
September 20, 2023 (<i>Mentor Meeting, Sept. 19</i>)	November 18, 2024 (<i>Mentor Meeting, Nov. 17</i>)
November 20, 2023 (<i>Mentor Meeting, Nov. 19</i>)	January 21, 2025 (<i>Mentor Meeting, Jan. 20</i>)
January 24, 2024 (<i>Mentor Meeting, Jan. 23</i>)	April 8, 2025 (<i>Mentor Meeting, April 7</i>)
April 10, 2024 (<i>Mentor Meeting, April 9</i>)	
<p>In addition, each year regional focus-cohorts will meet in August, October, February, March, and May/June. Mentors will also complete two on-site visits to participants’ schools – once in the fall and once in the spring each year.</p>	

Professional References: Please supply contact information for three individuals who can speak to your leadership skills and mentor principals' abilities.

Reference #1
Name:
Current Position:
School/District/Organization:
Address, State, Zip:
Phone (include area code):
Email:
Reference #2
Name:
Current Position:
School/District/Organization:
Address, State, Zip:
Phone (include area code):
Email:
Reference #3
Name:
Current Position:
School/District/Organization:
Address, State, Zip:
Phone (include area code):
Email:

Disclosure: IPLI is funded through appropriations provided by the Indiana General Assembly. The implementation of Cohort 11, scheduled to begin in July 2023, is contingent upon state funds' continued receipt.

COHORT 11 (2023-2025)

Mentor Nomination Form

Due by January 31, 2023

Submit the completed form to madison.gruenert@indstate.edu

Nominator Information (Person filling out the form)

Name:	
Current Position:	Email Address:
School/Organization:	
School/Organization Address, City, Zip:	
Work Phone:	Cell Phone:

Nominee Information

Name:	
Current Position:	Email Address:
School/Organization:	
School/Organization Address, City, Zip:	
Work Phone:	Cell Phone:

What is your professional relationship with the nominee?

Please rate the nominee on the following items. For each statement below, **circle** the response that best characterizes the individual, where: 1 = Poor, 2 = Fair, 3 = Good, 4 = Very Good, 5 = Excellent, U/D = Unable to Determine.

EFFECTIVE LEADERSHIP	Poor	Fair	Good	Very Good	Excellent	U/D
Demonstrates effectiveness as an instructional leader	1	2	3	4	5	U/D
Models continuous learning and reflection; is a life-long learner	1	2	3	4	5	U/D
Able to maintain sound perspective	1	2	3	4	5	U/D

Demonstrates clarity of vision	1	2	3	4	5	U/D
Demonstrates cultural competence	1	2	3	4	5	U/D
Able to describe the rationale behind their thought processes and decisions	1	2	3	4	5	U/D
Uses a variety of social media platforms to enhance practice	1	2	3	4	5	U/D
Demonstrates high levels of professionalism	1	2	3	4	5	U/D
Builds relationships with all school constituencies	1	2	3	4	5	U/D
Effectively and respectfully communicates with all school constituencies	1	2	3	4	5	U/D
Is a positive force for their school/district	1	2	3	4	5	U/D
ETHICAL LEADERSHIP	Poor	Fair	Good	Very Good	Excellent	U/D
Is honest	1	2	3	4	5	U/D
It is highly regarded, with a reputation for exemplary character	1	2	3	4	5	U/D
Makes the education and well-being of students the fundamental value of all decision making	1	2	3	4	5	U/D
It supports the principle of due process and protects the civil and human rights of all individuals	1	2	3	4	5	U/D
MENTORING SKILLS	Poor	Fair	Good	Very Good	Excellent	U/D
Is willing and eager to mentor principals	1	2	3	4	5	U/D
Is able to ask the right questions rather than provide the correct answers	1	2	3	4	5	U/D
Is secure enough in self to accept other ways of doing things	1	2	3	4	5	U/D
Listens well and can serve as a sounding board	1	2	3	4	5	U/D
Encourages open communications	1	2	3	4	5	U/D
Offers encouragement and builds confidence in others	1	2	3	4	5	U/D
Is able to give feedback without being judgmental	1	2	3	4	5	U/D
Is positively disposed to assist in colleagues' growth	1	2	3	4	5	U/D
Is committed to promoting reflection	1	2	3	4	5	U/D
Is generous in sharing ideas and resources	1	2	3	4	5	U/D
Is able to provide introductions and networking opportunities for principals	1	2	3	4	5	U/D

ORGANIZATIONAL / TIME MANAGEMENT	Poor	Fair	Good	Very Good	Excellent	U/D
Is organized and capable of organizing monthly meetings and effective discussions for a small group of principals	1	2	3	4	5	U/D
Is timely in the development and submission of required reports and data	1	2	3	4	5	U/D
Is capable of balancing professional and personal life	1	2	3	4	5	U/D

Please provide a statement outlining why you feel this individual will serve as an effective and credible IPLI Mentor.

Type statement here....

Disclosure: IPLI is funded through appropriations provided by the Indiana General Assembly. The implementation of Cohort 11, scheduled to begin in July 2023, is contingent upon state funds' continued receipt.

APPENDIX C

Applicant Information

IPLI Information for Prospective Applicants

IPLI Principal Application Form

IPLI Application Scoring Guide

IPLI COHORT 11 INFORMATION PACKET

APPLICATIONS ARE DUE BY MARCH 15, 2023

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 assists the prospective applicant with a thorough understanding of the two-year Indiana Principal Leadership Institute (IPLI).

Indiana Principal Leadership 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 support our principals better 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 principals with 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, emphasizing student success. In year one, the focus is on the principal and increasing a principal's capacity to address their school's current needs, such as their abilities to effect change through teacher evaluation models, student performance, community involvement, and shaping strong school culture. Again, the focus will be on the principal's "capacity." Principals will collect data from their staff 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 to develop an improvement plan.

Near the mid-point of the first year, discussions will drift toward building-level dynamics. While the focus will never be entirely 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 in an intensive study 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 develop their school improvement plans using 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, the focus- cohorts will meet regionally in August, October, February, March, and May/June.

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;
- A two-year membership in the Indiana Association of School Principals;
- Two-year registration for the Indiana Association of School Principals Fall Conference;
- 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. The 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 understand the process better: (1) the interaction of personal and organizational goals, (2) using action research to create local knowledge, and (3) using focus cohorts as learning communities. Through the processes of reflection, scientific inquiry, and collaboration, we intend to structure 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 leader's capacity in year one will increase the organization's capacity. A personal improvement plan will be developed by analyzing one's commitments, limitations, obligations, and external support, influencing leadership capacity. In year two, school assessments will contribute to the school improvement plan's eventual development, analyzing the same variables and looking through the organizational lens. Our ultimate goal is to improve schools toward enhanced student achievement and success as we work with principals. Baseline data relevant to these concepts and 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, educators, particularly school leaders, own the research they create. These findings will be shared on various levels so that all Indiana principals may learn from each other.

An action research model will be utilized with individual and building-level improvement plans. The interaction of both levels of these 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. A trained mentor will guide regional focus cohorts of 4-6 participants. 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 most significant benefit of reflection is sharing with others. These small groups will also help make sense of new information presented at seminars with their mentors' guidance. The mentor will help each focus cohort become a support group for each principal. We intend 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 "at" and "away from" the seminars. As information is shared either by guest speakers at seminars or by sharing reflections, mentors will help principals process that information into meaningful and usable knowledge.
- Resist the temptation to solve any issues; instead, 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 success.

Mentors will organize five regional focus-cohort meetings (August, October, February, March, and May/June). Dates for these meetings will be determined during the 2023 Summer Seminar. Mentors will also 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, which 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 remaining four seminars are held in the Indianapolis area, beginning at 9:00 a.m. and ending 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 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 their experiences.

Assessment of Participants and Schools

Developing personal leadership and school improvement plans will help participants collect data about themselves as school leaders and their schools. This work will include self-assessments as well as perception surveys. Through self-reflection based on these data, participants will 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 next page's chart identifies the survey tools we will use and the approximate periods for administration.

While the goal is to increase all participants' leadership capacities, we ultimately increase their schools' learning capacities. Recent research has shown that leadership and organizational learning capacity are linked to student achievement. Although expanding a school's learning capacity may take a few years, what we provide at the Indiana Principal Leadership Institute should eventually improve participants' schools in ways that matter to Indiana citizens. We will look at state assessments for Language Arts and Math, attendance rates, graduation rates, and other assessment data to serve as dependent variables - as indicators of our impact.

Participant Commitment

Each participant will develop a personal improvement plan to be facilitated through action research methods. These plans will serve as frameworks by which collaborative discussions will occur. Individuals who are not present at seminars or do not reflect 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 to help support a school improvement plan.

IPLI Survey Tools

Year #1	Assessment	Who Completes
May/June <i>(after acceptance to IPLI)</i>	Personality Profile Inventory	<ul style="list-style-type: none"> Principal
	Dweck Mindset Assessment	<ul style="list-style-type: none"> Principal
July	Culture Survey	<ul style="list-style-type: none"> Principal & Teachers
April		
Year #2	Assessment	Who Completes
May/June	High-Reliability Schools™ Survey Level 1	Required <ul style="list-style-type: none"> School Administration Teachers
		Optional <ul style="list-style-type: none"> Students Parents Community
August/September	High-Reliability Schools™ Survey Level 2	Required <ul style="list-style-type: none"> School Administration Teachers
October/November	High-Reliability Schools™ Survey Level 3	Required <ul style="list-style-type: none"> School Administration Teachers

Corporation Commitment

A one-time financial contribution from the corporation of \$1000 will motivate the principal to participate with fidelity and integrity. It will demonstrate the corporation's 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 can improve their school; the superintendent and school board are willing to provide the support necessary for change. Finally, they will support, encourage, and allow data collection.

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 must 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 the principal's travel, release time, and lodging expenses in years one and two and 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 years of IPLI membership, for 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 choices. Schools may pursue accreditation through a recognized regional or national accrediting agency (Advance Ed/Cognia, ACSI, CSI, ISACS, NLSA, etc.) or the Indiana Department of Education. All school data collected as part of IPLI are used to develop an improvement plan, not for accreditation or certification.**

Calendar of Events for Cohort 11: 2023-2025

Due to the intensive nature of IPLI, participants must 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 2023-2024 timeframe for Cohort 11:

Year 1-Seminars

- June TBA, 2023: Mentor Training (Indianapolis)
- July 10, 2023: Mentor Meeting (Indiana State University)
- July 11-12, 2023: Summer Seminar (Indiana State University)
- September 19, 2023: Mentor Meeting (Indianapolis)
- September 20, 2023: Seminar (Indianapolis)
- November 19, 2023: Mentor Meeting (Indianapolis)
- November 20, 2023: Seminar in Conjunction with the Indiana Association of School Principals Fall Conference (Indianapolis)
- January 23, 2024: Mentor Meeting (Indianapolis)
- January 24, 2024: Seminar (Indianapolis)
- April 9, 2024: Mentor Meeting (Indianapolis)
- April 10, 2024: Seminar (Indianapolis)

Year 2—Seminars

- July 16, 2024: Mentor Meeting (Indiana State University)
- July 17-18, 2024: Summer Seminar (Indiana State University)
- September 23, 2024: Mentor Meeting (Indianapolis)
- September 24, 2024: Seminar (Indianapolis)
- November 17, 2024: Mentor Meeting (Indianapolis)
- November 18, 2024: Seminar in Conjunction with the Indiana Association of School Principals Fall Conference (Indianapolis)
- January 20, 2025: Mentor Meeting (Indianapolis)
- January 21, 2025: Seminar (Indianapolis)
- April 7, 2025: Mentor Meeting (Indianapolis)
- April 8, 2025: Seminar & Graduation (Indianapolis)

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

Application Process

Before completing the application, the principal and the 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 will be completed by the principal. Part 2 is the nomination form completed by the superintendent/district-level supervisor. The steps for applying are as follows:

- The 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 they do not receive the email, please have them check the Spam or Junk Mail folder. The Superintendent completes and then “submits.”

If you have questions regarding the application process, please contact Madison Gruenert, IPLI Program Coordinator, at madison.gruenert@indstate.edu or 812-237-2932.

Selection Process

The Director of IPLI will initially review all applications 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 principals with 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 10 Selection Committee, consisting of two IPLI Mentors, the IPLI Director, a representative from the IPLI Advisory Board, and the ISU Department of Educational Leadership IPLI liaison. The selection of principals for the 2023-2025 cohort will be by March 29, 2023, and the superintendent/district-level supervisor and the principal will be notified electronically.

Principal Application Packet Cohort 11 (2023-2025)

PART 1 --- PRINCIPAL INFORMATION --- (To be completed by the principal)

Principal & School Information

First Name:	Last Name:
School Email:	School Telephone:
School Name:	School Number (IDOE 4-digit school #):
Street Address:	
Address Line 2:	
City:	State:
Zip Code:	County:

Please select all grade levels at your school:

- | | |
|---|---|
| PK | K |
| <input type="checkbox"/> 1 st | <input type="checkbox"/> 2 nd |
| <input type="checkbox"/> 3 rd | <input type="checkbox"/> 4 th |
| <input type="checkbox"/> 5 th | <input type="checkbox"/> 6 th |
| <input type="checkbox"/> 7 th | <input type="checkbox"/> 8 th |
| <input type="checkbox"/> 9 th | <input type="checkbox"/> 10 th |
| <input type="checkbox"/> 11 th | <input type="checkbox"/> 12 th |
| <input type="checkbox"/> | <input type="checkbox"/> |

WORK EXPERIENCE

Current Position Title	# Years in Current Position <i>(count the current year as a full year):</i>	# of Years of Principal Experience <i>(count the current year as a full year):</i>
------------------------	--	---

P-12 Administrative Experience (Principal, AP, Dean, etc.) (Begin with the most recent first – list up to 5.)

School	District	Position	Dates of Employment

P-12 Teaching Experience (Begin with the most recent first – list up to 5.)

School	District	Subjects/Grade Level	Dates of Employment

School Profile

Please provide the following information about your school’s performance to your knowledge. Academic information is available on the DOE website - <https://compass.doe.in.gov>.

School Data	2017-2018	2018-2019	2021-2022	2022-2023
School Letter Grade				
% Pass ISTEP+/iLearn Math (3-8)				
% Pass ISTEP+/iLearn Language Arts (3-8)				
% Pass IREAD (3-8)				
% Pass ISTEP+/iLearn Language Arts (10)				
% Pass ISTEP+/iLearn Math (10)				
% Pass End of Course Assessment Math (9-12)				
% Pass End of Course Assessment English (9-12)				
% Pass End of Course Assessment Biology (9-12)				
Graduation Rate (High School)				
% Attendance				
% Low Income				
# of Discipline Referrals				
# of Suspensions				
# of Expulsions				

School Corporation Information

School Corporation Name		
School Corporation Address		
Address Line 2		
City		
Zip Code	County	Phone Number
Superintendent's Name		Superintendent's Email
District Supervisor's Name (if different than Superintendent)		
District Supervisor's Email (if different than Superintendent)		

Principal Assurances

If selected as a participant in the 2023-2025 IPLI Cohort, I agree to the following:

- Be committed to the overall mission of IPLI: *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 and increase the learning capacities of their schools.*
- Attend all IPLI seminars and focus-cohort meetings.
- Accommodate other requests by my IPLI mentor(s), including school visits, job shadowing, etc.
- Be an active participant in all IPLI activities.
- Participate in required survey data collection and provide permission for IPLI staff and design team to access all school-specific IPLI perceptual and academic survey data generated by leadership, faculty, staff, and/or parents/stakeholders during the two years of IPLI membership for tabulation and analysis in principal capacity- building or school improvement guidance and support.

By electronically signing this form, you indicate your agreement with the above-listed assurances.

Signature Line

STOP

This is the end of Part 1 of the application to the Indiana Principal Leadership Institute. Please be sure to review your entries.

It is now time for your Superintendent/District Level Supervisor to complete this nomination process.
Upon submission an email will be sent to your Superintendent/District Level Supervisor.

If you have any questions or concerns, please do not hesitate to contact Madison Gruenert, IPLI Program Coordinator at madison.gruenert@indstate.edu or 812-237-2932.

PART 2 --- TO BE COMPLETED BY THE SUPERINTENDENT OR DISTRICT-LEVEL SUPERVISOR

Name of Principal Being Nominated:	
Name of Person Completing Part 2 (Superintendent or District-Level Supervisor):	
Submitter Email:	Submitter Position:

The superintendent or immediate district-level supervisor should write a short narrative describing the applicable capacity area for each of the following sections. Please note that this information may be shared with the principal’s mentor but not with the principal.

Please explain the Principal’s Strengths and Areas for Growth in the boxes below.

Leadership Capacity

Explanation of the Principal’s Strengths and Areas for Growth

Principal’s ability to improve their school.	Describe:
--	-----------

School’s Learning Capacity

Description

Culture: The degree to which faculty share the same values and beliefs.	Describe:
Principal Support: The degree to which faculty support the principal.	Describe:
Change: How does the faculty react to innovations?	Describe:
School Improvement Plan: How effective is the current plan?	Describe:

<p>Parental Support: The degree to which parents support the school.</p>	<p>Describe:</p>
<p>Principal Support: The degree to which parents support the principal.</p>	<p>Describe:</p>
<p>Community Engagement: The degree to which the principal is out in the community.</p>	<p>Describe:</p>
<p>School Governance: How stable is the current board? To what degree do they support the school's leadership team?</p>	<p>Describe:</p>
<p>Superintendent: How much faith do you have in this principal?</p>	<p>Describe:</p>

District Assurances

Superintendent or District Immediate Supervisor

If the recommended principal is selected to participate in IPLI, the district will support this individual through the following:

- Payment of a one-time \$1,000 fee.
- **Release time for attendance at all institute seminars and regional focus-cohort meetings for the principal in years one and two and two teacher-leaders in year two.**
- **Cover travel and lodging expenses for the principal in both years and teacher-leaders in year two.**
- Support for data collection by the principal for their action research projects and school improvement plan.
- The School Corporation understands and provides permission for IPLI staff and design team to access all IPLI school-specific perceptual and academic survey data generated by leadership, faculty, staff, and/or parents/stakeholders, during the two years of IPLI membership, for tabulation and analysis in principal capacity-building or school improvement guidance and support.
- Support for data collection by IPLI staff and an external evaluator.

By electronically signing this form, you indicate your agreement with the above-listed assurances.

Signature Line

Please be sure that all entries are complete before submitting the application.

Thank you for taking the time to nominate your principal. We appreciate your support of the Indiana Principal Leadership Institute.

THE APPLICATION DEADLINE IS MARCH 15, 2023

APPENDIX D

Graduate Credit Information

INDIANA PRINCIPALS LEADERSHIP Institute
Fast Track to the Educational Specialist (Ed. S.) Degree
Pursuit of the Ph.D. Degree

The Educational Specialist (Ed. S.) degree is required for the Indiana Superintendent's licensure. The IPLI program enables participants to earn up to 12 credits toward this program. These credits can also be applied toward the Ph.D. degree in Educational Administration.

IPLI participants meet the requirements for the courses through the IPLI projects. No additional work is required other than the participant enrolling in and paying for the course. Regular graduate tuition rates apply with a significant discount for IPLI participation. This also requires the participant to enroll in Graduate and Professional Studies as a degree student for the Ed. S. or the Ph.D. Participants who are not interested in a degree but would like to earn credits to enroll and take the courses as non-degree or guest students may also register.

During the two years of IPLI, participants can earn 12 credits, six each year applicable to the Ed. S. or Ph.D. degrees. These three-hour courses are as follows:

EDLR 751, Administration of School Personnel earned in the Fall Semester of Year 1,

EDLR 710, Social Foundations of Leadership earned in the Spring Semester of Year 1,

EDLR 608, School and Society, earned in the Fall Semester of Year 2,
EDLR 683, Leadership for Learning, earned in the Spring Semester of Year 2.

Participants enjoy a significantly reduced tuition rate for these courses. A unique enrollment form will be made available to admit interested participants to the College of Graduate and Professional Studies as non-degree seeking students (unless already enrolled in a graduate program at ISU) and register them for the course. **The unique enrollment form and payment for the course must be submitted by a specified date each semester. Applicants will not be admitted or registered until the form and payment are submitted. Late registration and payment will not be accepted.**

Please note...If you may be interested in applying for the Ed.S. or Ph.D. in School Administration later, you are highly encouraged to enroll in the classes. Requests to go back and pick up courses previously offered will not be allowed because of federal regulations.

Educational Specialist (Ed.S.) Degree

The Ed. S. degree is a 66-hour graduate program. Up to 39 hours can be transferred from a previously earned Master's degree or licensure program in educational administration. Only

coursework with a " B " letter grade or better can be transferred. A grade of "satisfactory" cannot be transferred unless documentation is obtained from the granting university signifying the "S" is equivalent to a "B" or better letter grade. Coursework unrelated to licensure or a degree older than seven years cannot be transferred. The remaining 27 hours must be taken at ISU. A minimum of 15 hours must be taken while enrolled in the Ed. S. program. An example of the Ed. S. The study schedule is attached to this document. Typically a student can quickly complete the remaining coursework in 12 months or less to earn the degree—information about the Ed. S. program can be found at <http://coe.indstate.edu/edlr/edspecialist.htm>.

Doctor of Philosophy (Ph.D.) Degree

The Ph.D. in Educational Administration is a 90-hour graduate program requiring 72 hours of graduate coursework and 18 hours of dissertation. Up to 42 graduate hours may be transferred, with the remaining 30 hours taken as a part of the Ph.D. program. Transferred coursework must fit into the categories of Educational Foundations (a minimum of 15 hours), Educational Administration (a minimum of 36 hours), and Research and Theory (a minimum of 15-course hours). The four courses of 12 hours earned in ILPI can be transferred into the Ph.D. program. Information about the Ph.D. program can be found at <http://coe.indstate.edu/edlr/phdedadmin.htm>.

How to Get Started

The best way to start is to have your transcripts analyzed. This can be done by contacting Dr. Deb Howe, Advisor for Ed. S., or Dr. Steve Gruenert, Advisor for Ph.D. They may be reached at deb.howe@indstate.edu or steve.gruenert@indstate.edu, or 812-237-3862. They will develop a study schedule to determine what courses will transfer and what courses you would need. They will also work with you to decide which program is best for you and pursue that program.

EDUCATIONAL SPECIALIST DEGREE
School Administration (Superintendent)
Effective Summer 2007

Tentative

INDIANA STATE UNIVERSITY
School of Graduate Studies
and the Bayh College of Education

Course # Description	Hrs.	When Taken	Grade	Comments
BASIC Professional Courses (15 hrs.)	*	*	*	*
CIMT 610 Research in Education OR EPSY 620 Foundations of Research OR EPSY 620 Foundations of Qualitative and Quantitative Research	3			
CIMT 611 Measure & Evaluation in Education	3			
EDLR 605 Philosophy of Education OR EDLR 607 History of American Education OR EDLR 608 School and Society	3			
EPSY 621 Development Through Lifespan	3	IPLI FALL YEAR 2		EDLR 608 Earned through IPLI
EDLR 710 Social Foundations of Leadership	3	IPLI SPRING YEAR 1		EDLR 710 Earned through IPLI
MAJOR AREA (42-45 Hours)	*	*	*	*
ELED 660 Elementary Curriculum OR CIMT 660 Curriculum Fundamentals	3			
ELEM 770 Curriculum Development OR CIMT 770 Curriculum Development	3	IPLI SPRING YEAR 2		EDLR 683 Earned through IPLI
EDLR 650 Foundations of Educational Leadership	3			
EDLR 655 Legal Aspects of School Administration	3			
EDLR 656 School & Community Relations	3			
EDLR 681 School Principalship	3			
EDLR 754 School Business Management	3			
Complete 12 hrs of campus or field option administrative internship	*	*	*	*
EDLR 758 Principal Internship	3			
EDLR 793 Seminar in Effective Practices for Principals	1 2			
EDLR 758 Principal Internship	3			
EDLR 793 Seminar in Effective Practices for Principals	3			
Leadership in School Business Affairs	*	*	*	*
EDLR 751 Administration of School Personnel	3	IPLI FALL YEAR 1		EDLR 751 Earned through IPLI
EDLR 753 Public School Finance	3			
EDLR 757 Ed. Facility Planning	3			
EDLR 759 Seminar in School Superintendency	3			
Thesis or Field Study (Option 1. or 2. - 6 Hours)	*	*	*	*
1. EDLR 790 Individual Research and Study EDLR 792 Field Research Project	3 3			
2. EDLR 799 Advanced Thesis	6	XXXXXXXX	XXX	XXXXXXXXXX

66 Minimum Hours

Date when requirements of the Master's degree completed _____
 Previous graduate coursework may be transferable toward Ed. S. requirements as received and approved by the EDLR department and ISU Graduate School. However, the student must take (or have taken) a minimum of 27 graduate hours at ISU, at least 15 hours after admission to the Ed. S. Program. At least one semester or two five-week summer terms must be spent in a full session (9 hours in a semester **OR** 9 hours in summer school- consisting of EDLR 759, EDLR 790, and EDLR 792).

SCHEDULE OF STUDY APPROVAL

Submit four copies of the Ed. S. program to your advisor. Date submitted _____

Name _____ Address _____

 Approved: Committee Chairperson and Advisor

 Approved: Dean, School of Graduate Studies

