

Indiana Principal Leadership Institute

2021-2022/MAKING AN IMPACT



BY THE NUMBERS

850+ *teachers*

have participated

with their principals

324,554
Directly Impacted Students

22,458
Directly Impacted Teachers

175

INTENSIVE

PROFESSIONAL

DEVELOPMENT HOURS

FOR EACH PRINCIPAL

511
PRINCIPALS

*Action Research
Completed*

877

PRINCIPAL-FOCUSED STUDIES

750

SCHOOL-FOCUSED STUDIES

IPLI'S SEVENTH GRADUATING COHORT



Cohort 7 graduated on April 13, 2021.

LETTER FROM THE PRESIDENT AND DIRECTOR

Indiana State University and the Bayh College of Education are pleased to share the 2021-2022 Indiana Principal Leadership Institute Impact Report with you.

Created by the Indiana General Assembly in 2013, the Indiana Principal Leadership Institute (IPLI) is a byproduct of a bipartisan effort to strengthen education in our state by focusing on school principals and increasing their leadership capacities. IPLI has directly impacted 511 practicing principals, over 22,458+ teachers, and more than 324,554+ students in Indiana schools in its 9th year of operation.

Utilizing a reflective learning and inquiry approach, this pioneering, professional development program for principals is a model that other states look to replicate for its professionalism and innovation. Modeling ways to deliver a high-caliber curriculum in-person, virtually, and safely, IPLI encouraged principals and teacher-leaders to stay the course and continue providing the excellence in professional education we all expect. However, having entered the third year of pandemic disruption, IPLI has pledged to continue to grow our school leaders through a structured professional curriculum to increase student achievement that will improve education in Indiana. In addition, IPLI continues to provide principals with access to nationally regarded educational speakers to enhance their learning experiences.

IPLI continues to grow with its newest initiative for graduates, IPLI Extended. In its third year and modeled after IPLI, it is a one-year program that allows participants to dig deeper into research and best practices in targeted areas to support their school practices toward excellence. The theme for Cohort 3 is “Advancing Equity and Inclusion Through Culture, Effective Teaching, and Curriculum.”

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



Deborah J. Curtis
ISU President



Kelly Andrews
IPLI Director

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

Deborah J. Curtis, *President*
Indiana State University

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

Kelly Andrews, *Director*
Indiana Principal Leadership Institute

VISION

The vision of the Indiana Principal Leadership Institute is to be a nationally known model of intensive professional development, building and empowering Indiana principals to create a school culture that results in improved student outcomes for all children.

MISSION

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

Number of IPLI Principals by County 2013-Present

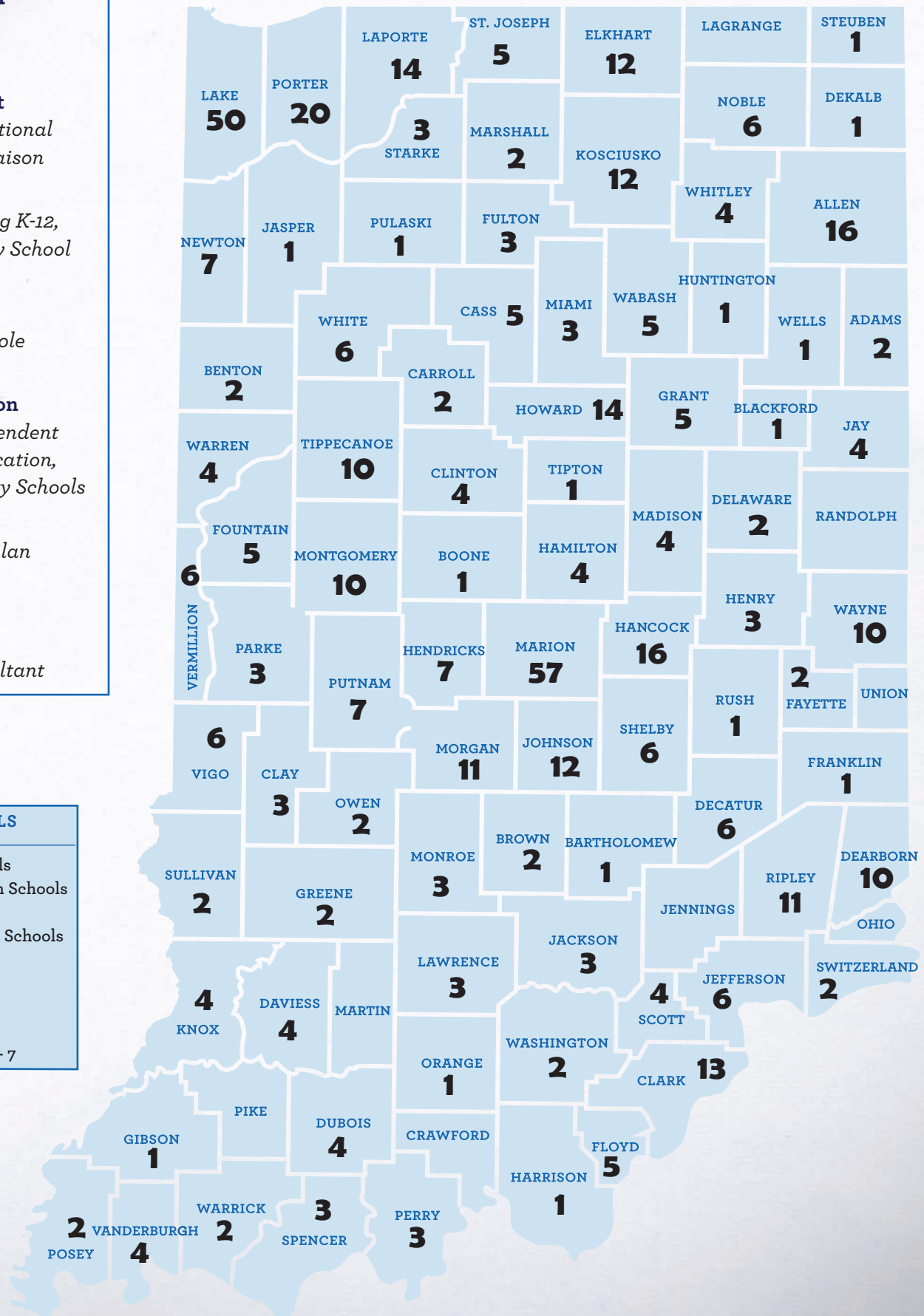
IPLI Leadership Team

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

511 PRINCIPALS

292 - Elementary Schools
79 - Middle/Junior High Schools
76 - High Schools
53 - Junior/Senior High Schools
7 - K-12 Schools
3 - K-8 Schools
1 - 4-12 School

Public Charter Schools - 7



IPLI Cohort Data

COHORT 7 2019-2021	COHORT 8 2020-2022	COHORT 9 2021-2023
<ul style="list-style-type: none"> ◇ 56 Principals ◇ 13 Mentors 	<ul style="list-style-type: none"> ◇ 64 Principals ◇ 14 Mentors 	<ul style="list-style-type: none"> ◇ 47 Principals ◇ 11 Mentors
BUILDING LEVELS	BUILDING LEVELS	BUILDING LEVELS
<ul style="list-style-type: none"> ◇ 39 - Elementary Schools ◇ 7 - Middle/Junior High Schools ◇ 3 - Junior/Senior High Schools ◇ 7 - High Schools 	<ul style="list-style-type: none"> ◇ 39 - Elementary Schools ◇ 7 - Middle/Junior High Schools ◇ 3 - Junior/Senior High Schools ◇ 7 - High Schools ◇ 2 - K-12 Schools ◇ 1 - K-8 Schools 	<ul style="list-style-type: none"> ◇ 39 - Elementary Schools ◇ 7 - Middle/Junior High Schools ◇ 3 - Junior/Senior High Schools ◇ 7 - High Schools ◇ 2 - K-12 Schools
FREE & REDUCED	FREE & REDUCED	FREE & REDUCED
0.0%-19%: 3 schools 20%-29%: 4 schools 30%-39%: 9 schools 40%-49%: 9 schools 50%-59%: 14 schools 60%-69%: 14 schools 70%-79%: 3 schools 80%-89%: 0 schools 90%-100%: 0 schools	0.0%-19%: 1 school 20%-29%: 6 schools 30%-39%: 9 schools 40%-49%: 10 schools 50%-59%: 12 schools 60%-69%: 7 schools 70%-79%: 9 schools 80%-89%: 7 schools 90%-100%: 3 schools	0.0%-19%: 1 school 20%-29%: 4 schools 30%-39%: 7 schools 40%-49%: 8 schools 50%-59%: 8 schools 60%-69%: 8 schools 70%-79%: 4 schools 80%-89%: 1 school 90%-100%: 6 schools
A-F ACCOUNTABILITY	A-F ACCOUNTABILITY	A-F ACCOUNTABILITY
A: 13 schools B: 28 schools C: 10 schools D: 5 schools F: 0 schools	A: 8 schools B: 23 schools C: 22 schools D: 10 schools F: 1 school	A: 8 schools B: 17 schools C: 14 schools D: 5 schools F: 3 schools

*For Cohorts 1-6 data, see previous IPLI Impact Reports or IPLI Annual Reports at www.indianapli.org.

IPLI Model -

WHAT ARE THE COMPONENTS OF IPLI?

- Mentoring
- Principal Leadership & School Assessments
- Leadership Seminars
- Regional Cohort Meetings
- Professional Networking
- Accessible Resources for All Indiana Principals
- Personal and School Improvement Plans
- Teacher Collaboration

“IPLI has helped me to develop my leadership skills through relevant professional development opportunities and practical applications. The ongoing collaboration opportunities with colleagues from around the state of Indiana have helped me learn from others and develop fresh ideas to apply to my school’s development. As a result of my IPLI experience, I have become a reflective practitioner and a more decisive leader.”

NATALIE SCHNEIDER,
IPLI COHORT 7,
Principal, Crestview Elementary,
MSD of Lawrence Township

VALUES & BELIEFS

- Improving is a moral imperative.
- Building a professional network is a key to continuous learning.
- An effective school culture is the foundation for school improvement.
- Improvement efforts should encompass the whole child.
- Power of AR - individuals and schools conducting research.

IPLI supports principals and their teams’ work, providing trained mentors and alternating whole-group seminars and monthly meetings with regional focus-cohorts throughout the calendar year. In year one, the focus is on the principal and increasing their leadership capacity. In year two, principals invite two teacher leaders to join them, creating mini school improvement teams that improve their learning capacities.

2021 SUMMER SEMINAR

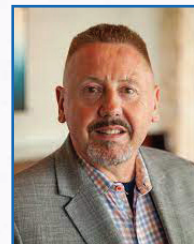
The IPLI 2021 Summer Seminar on the ISU campus featured **David Simpson from The Table Group** discussing teams and the Six Working Genius Types. Principals, Teacher-Leaders, and guests worked together to learn about high-functioning teams, interviewing for new staff, and the pitfalls of team dysfunctions. Additionally, **Kim Campbell, Motivating the Middle**, spoke to the groups energizing them with practical stories from the field, confirming their hard work, and creating some levity during a tough time in our educational world. Each year, the newest cohort hears from **Dr. Nancy Dana** from the University of Florida, introducing them to the **Action Research Inquiry Cycle** components. They are then motivated by **Dr. Todd Whitaker** from the University of Missouri learning **What Great Principals Do Differently**.



Dr. Todd Whitaker



Dr. Nancy Dana



Dr. David Simpson



Kim Campbell



ACTION RESEARCH

One component of the IPLI program model uses action research to engage principals and school teams in research-based decision-making approaches. Action research involves collecting and analyzing data, then adjusting and evaluating practice. At the end of each year, principals and teams present their research in a conference-style format. Also, summaries of all research projects and their results can be found on the IPLI website at www.indianapli.org. Selected projects from each cohort are presented at the annual IASP Fall Professionals Conference each year.

Action Research

YEAR 1

In Year 1 of IPLI, principals learn from the following nationally renowned speakers: **Dr. Nate Regier, Dr. Steve Gruenert, Dr. Ryan Donlan, Dr. Rhonda Roos**, who all assist the principals in diving into their personalities to understand the connection of whom they are as people and how they can connect to increasing their leadership through communication, adaptability, and agility. Utilizing the Process Communication Model and leadership assessments to create an action research project, principals guided by their mentors focus on becoming learning leaders while doing the hard work of leading their schools. From the School Leader Paradigm, “The capacity of the principal to reason about personality and to use personality and personal information to enhance one’s thoughts, plans, and life experiences” assists principals in focusing on wellness, a growth mindset, self-management, and innovation.



Dr. Nate Regier



Dr. Steve Gruenert



Dr. Ryan Donlan



Dr. Rhonda Roos

TRANSFORMATION THROUGH A HIGH RELIABILITY SCHOOLS™ MODEL

IPLI’s partnership with Marzano Research opens new doors for our principals to transform their schools through learning five imperative elements of High Reliability Schools™:

1. Safe and Collaborative Culture
2. Effective Teaching in Every Classroom
3. Guaranteed and Viable Curriculum
4. Standards-Referenced Reporting
5. Competency-Based Education



“We now know that the impact a school leader has on his or her building’s success is statistically significant. IPLI is focused on what research supports as being the ‘right’ work, and we’re honored to be a partner in both building leader capacity and developing school improvement plans that help Indiana schools become high-reliability organizations focused on continuous improvement.”

DR. ROBERT MARZANO
Cofounder and CEO
Marzano Research

YEAR 1 (CONTINUED), PRINCIPAL HIGHLIGHT - COHORT 9

Mrs. McDonald came to Joshua Academy from Detroit in 2018. Leading this K-6 public charter school of 252 students sponsored by the Evansville-Vanderburgh School Corporation continues to be a joy for Arveneda. Securing a five-year renewal charter with the district to support African American students and embarking on all of the restrictions of the pandemic, Joshua Academy maintains a school grade of "B."

After participating in INALI for two years, Mrs. McDonald wanted to continue her quest for further leadership development, joining IPLI this year. Her mentor, Amy Linkel, states, "Arveneda is focused on leadership growth for herself and her school, seeking ways to connect with other principals throughout the state to support her school improvement work."



With her background in supporting the improvement of schools while in Detroit and utilizing the data from her leadership profile and other assessments with IPLI, Arveneda has decided to create an action research project in her first year of IPLI to improve her ability to inspire others toward academic success. Communicating with staff and the community is a priority for leaders, and Arveneda's focus to unite all stakeholders toward that goal is key to the success of her students and her school. She leads with passion and determination, and her action research hopes to provide more insight toward reaching her goals.

YEAR 2

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



Dr. Lori Desautels



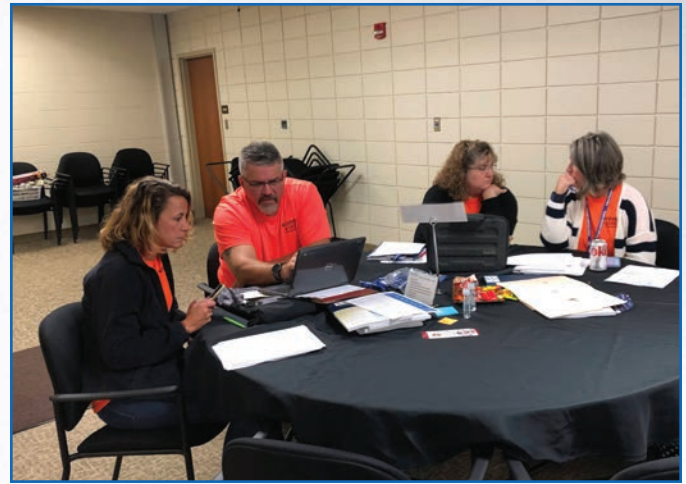
Annette Breaux



Dr. Tammy Heflebower



Dr. Phil Warrick



YEAR 2, PRINCIPAL HIGHLIGHT - COHORT 8

Mrs. Porter has experienced change at Pleasant Ridge Elementary School in her four years as principal. Reorganizing the school from a K-5 to Pre-K-2 to create more equity within the district and handling pandemic restrictions have been challenges Sara has met gracefully. Over the last several months, she and her staff have been rebuilding Tier 1 instruction as many students were not physically present during the height of the pandemic. With over 500 students, Mrs. Porter has led Universal Design training with her staff to meet her young students' needs.

Sara loves to learn, and integrating time with other principals to grow her leadership is key to her success. Completing two years with INALI, and the commitment of Greater Clark Schools to support all principals to participate in both INALI and IPLI, Sara waited her turn to get into IPLI in 2020's Cohort 8. Sara states that her mentor, Ryan Langferman from Milan, is great at expanding the group's connections to resources both formally and informally. Because of IPLI, Sara is seeking her Ed.S. with Indiana State University with plans to pursue a Ph.D. in the future.



In the second year of IPLI, and with her teachers, Sara's action research focuses on HRS Level 1 of Culture within her school. Supporting teachers' social-emotional states is key to their support of students. Their wondering is, "What long-term actions and supports for educators will provide maximum opportunity for student achievement?" Sara and her team are excited to collect data on actions they will employ within the school to increase climate and culture positivity for their school. Already, her staff is well on their way, as evidenced by one teacher who stated, "Pleasant Ridge is the perfect balance between academics and social/emotional learning. We strive to do what works for each child. Teachers have high expectations so that each student can grow in all aspects of life."

IPLI Mentor Highlight



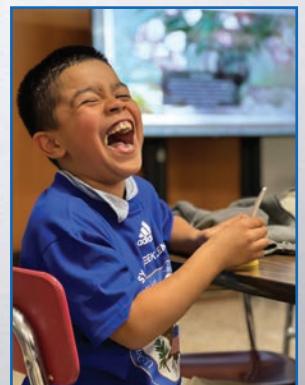
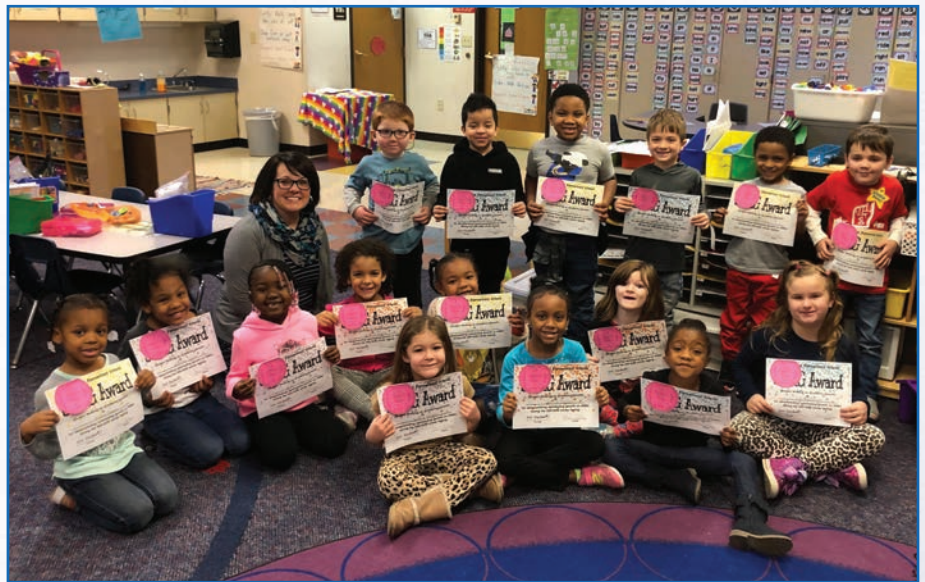
Christy Merchant has been the Grassy Creek Elementary School principal in MSD Warren Township for four years. She participated in IPLI in Cohort 3 from 2015-2017 and has since served as a mentor in Cohort 7 and now mentoring in Cohort 9.

In 2017 after completing IPLI, Christy took on the principalship of Grassy Creek Elementary School in MSD Warren Township in Indianapolis. In 2021, under Christy Merchant's leadership, Grassy Creek Elementary School was named a **National Blue Ribbon School**.

Christy states, "IPLI has provided me with an opportunity to learn alongside other principals. Listening, processing, brainstorming, and problem-solving happen during every session with others in similar positions as mine. The building principal is a solo job, often leaving the leader on an island away from others. IPLI fills the void that leadership can create and has made me stronger for my school. I have learned from so many outstanding professionals, authors, and gurus through IPLI that I would not have experienced otherwise. It's been a fantastic experience, and I'm proud to serve IPLI as a mentor!"

Grassy Creek had been looking for ways to highlight students and staff outside of academics for equity that highlight student growth and achievement for academics and behavior. Discipline struggles and discrepancies between student groups, particularly African American boys and boys of other races, were severely out of balance, and diversity in parent involvement where more voices needed to be heard became a focus. Under Christy's leadership, the school has been able to focus on a lens of equity while also navigating the concerns of the pandemic.

Christy says, "Choose one thing and do it well. Next year, choose something different. Keep doing the previous thing well and add on until you get it all together. But remember, nobody has it all together."



OVERALL IPLI RESULTS

“There is more to accountability than measuring results; you also need to develop people’s capacity to achieve the results.” (Fullan, *The Principal* 2014). Recent research also suggests it takes five years to fully stabilize and improve the teaching staff and implement complete policies and practices that positively impact its performance (Center for Public Education). Notably, IPLI influences the principal’s skills and shows school improvement results in a shorter time frame with the capacity-building structure. “Finding practical ways to thoughtfully and appropriately assess and develop leaders can have an important impact on the quality of leadership, and through that, on the quality of education in our schools.” (Goldring, Porter, Murphy, Elliott, & Cravens, 2007).

Program exit survey results and data collected from action research projects show perceptual improvement in leadership skills and student achievement. The following table summarizes key results from IPLI cohorts 1-7 participating principals.

Survey Item	Combined Ratings
Value of overall experience	9.23/10
Overall seminar rating	8.79/10
Value of monthly regional focus-cohort meetings	8.56/10
Value of the action research projects	8.58/10
Value of including two teachers in year two	9.01/10
Value of using the High Reliability Schools™ Framework in year two	8.81/10
Quality of the mentoring relationship	9.22/10
Would recommend IPLI to other principals	100% Yes

In addition, 95% of the superintendents are responding that IPLI is having a significant impact on the leadership capacities of their principals. Nearly 100% of principals and superintendents would recommend the program to their respective colleagues.

time, the importance of growing our principals to be leaders of learners for our schools in Indiana. IPLI is building our schools’ future by refining leadership skills and instilling confidence in our principals through professional research and networking opportunities that impact student achievement and school growth. All superintendents in Indiana should invest in IPLI for their principals to grow their leadership capacity and improve their schools.”

BRENT COMER,
Superintendent, Mitchell Community Schools

The ultimate evidence to validate the work of IPLI is the impact on student achievement in our participants’ schools. With the new ILEARN assessment and Covid delays, IPLI prizes the feedback from principals, their superintendents, and teacher leaders for understanding the value added by IPLI through our current exit surveys. A research study of impact is in the works to incorporate the perceived effects of IPLI from graduates and superintendents throughout Indiana. IPLI now has a cadre of over 500 graduates of the two-year professional development journey unique to the State of Indiana. Their insights, reflections of their experiences, and current leadership practices are essential to the ongoing work in growing learning leaders in Indiana.

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

ADAM MCDANIEL
IPLI COHORT 8 MENTOR,
Assistant Superintendent,
New Castle Community Schools

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

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

IPLI Extended



Dr. Tameka Hobbs



Dr. Dennisha Murff



Dr. Anthony Muhammad

IPLI Advisory Board

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

IPLI Extended is now in its third year; 24 IPLI graduates and 14 guests purposefully seek to extend their IPLI experience through active professional development. This formal, year-long, intensive opportunity allows participants to dig deeper into topics covered during the IPLI experience. They attend three day-long seminars and meet in regional focus cohorts throughout the state (August, October, and February). They are matched with an experienced mentor to guide and support them throughout their journey. While topics will vary from year to year, rotation of topics is currently being considered to provide continuity. In 2021-2022, the graduates are working with the theme of “Advancing Equity and Inclusion Through Culture, Effective Teaching, and Curriculum.”

What's Included?

- Three one-Day Seminars (July, September, January) featuring nationally-recognized educational leaders
- Regional focus-cohort meetings (August, October, February)
- Access to resources to support the needs of principals and their schools
- 30 Professional Growth Plan (PGP) points for full participation

This year, the IPLI graduates are working with Dr. Anthony Muhammad from Marzano Research to learn about how culture affects equity and inclusion. In addition, they will work with Dr. Tameka Hobbs from Florida Memorial University and Dr. Dennisha Murff from Indianapolis to learn strategies within effective teaching and curriculum to reach all students. It is expected that a continuation of their previous action research or new projects will emerge as they continue their journeys to increase their leadership capacities and that of their schools.

“I have participated in IPLI and have now returned to the IPLI Extended program for the past two years. Through this professional development experience, I have met other principals around the state to share knowledge and ideas. The Indiana Principal Leadership Institute has been exceptional at providing high-quality professional development speakers who have worked with us to implement our schools’ programs. IPLI has helped me to become a better, more confident leader in my school. I am happy to have been allowed to participate in IPLI.”

“I have been fortunate to be part of IPLI 4, Extended 1, and Extended 2. Each year I have been able to bring back knowledge to my school to impact staff and students directly. The principalship can be a lonely position that is void of collaboration that is so necessary for education. In being part of IPLI, I can collaborate in a professional learning environment to benefit myself and, more importantly, impact my teachers and, ultimately, students. IPLI is the most significant professional growth I have had in my years in administration. I am so thankful we continue to have IPLI Extended to learn and grow my practice as an administrator.”

RODNEY SIMPSON, IPLI COHORT 2,
IPLI EXTENDED COHORT 1 & 2
Principal, Bainbridge Elementary
North Putnam Community Schools

STACI KNIGGA, IPLI COHORT 4,
IPLI EXTENDED COHORT 1 & 2
Principal, Central Elementary
Lawrenceburg Community School Corporation

Indiana New Administrator Leadership Institute

The Indiana New Administrator Leadership Institute (INALI) is a program for new school deans, assistant principals, and principals. The two-year program, modeled after IPLI, was formed through a partnership with the Indiana Association of School Principals and the Indiana Association of Public School Superintendents in 2014 to meet new school administrators' needs. Sixty-seven principals from INALI cohorts 1-6 have or are currently participating in IPLI-evidence of the aligned system of support created for Indiana school leaders.



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

“INALI has provided me with a margin in my professional life that has supplied me ample time to focus on my professional development. IASP and its leadership have fostered a program in INALI that, like IPLI, provides extremely relevant professional development delivered by respected professionals in the field. I have appreciated that the seminars’ content aligns with the different components of the School Leader Paradigm, which is a response to the National Association of Secondary School Principals’ Building Ranks publication. It brings me a sense of pride to know that Indiana is on the cutting edge of understanding what new administrators need to succeed in the field. For me, the time spent in my regional cohort group has helped me build connections with other new administrators who I would not have had the chance to know otherwise. The periodic seminars where we have gathered have been unique in terms of networking and content. I appreciate the IASP leadership for their efforts to shepherding my cohort through the adjustments we have made due to COVID-19. I hope that the INALI and IPLI programs will continue for many years to come, and I look forward to being part of IPLI when I become a principal.”

Dan Peo, INALI Cohort 6
Assistant Principal

Wea Ridge Middle School
Tippecanoe County Schools

COMPONENTS OF INALI

- Mentoring
- Two-day IASP New Administrator Workshop
- September and February Leadership Seminars
- Five Regional Group Meetings Each Year
- Two-year Membership in IASP
- Two-year IASP Conference Registration
- Two-year Membership in Ed Leaders Network
- Up to 45 Professional Growth Plan Points for Each Year
- Fulfillment of IMAP Requirements

“Being a member of INALI has been tremendously helpful to me as a new administrator. I value the targeted professional development, collaboration opportunities, and additional layers of support. I look forward to expanding this opportunity through a long-term IASP membership in the future.”

BRE BROWN, INALI COHORT 5
Assistant Principal of Teaching and Learning
Warren Central High School
MSD Warren Township



IPLI Cohort 9 at the 2021 Summer Seminar.

“Serving as a national model for principal professional development, the Indiana Principal Leadership Institute is having an incredible influence on principals and their schools. With the bipartisan support from the Indiana General Assembly, IPLI is helping achieve our common goals of improving public schools and increasing student success.”

SENATOR ANDY ZAY

“IPLI continues to support principals and school leaders, and during our current educational landscape, serves as an anchor for leaders to collaborate and find resources in uncertain times. The IPLI model has demonstrated how sustained and integrated leadership development must occur, and IASP is a proud partner with IPLI. Together, we can contribute to the leadership fabric that is now ingrained across Indiana, which allows our principals to meet our students’ continuing needs.”

DR. TODD BESS, EXECUTIVE DIRECTOR, INDIANA ASSOCIATION OF SCHOOL PRINCIPALS

“We all know, and research reinforces the fact, that leadership matters. No organization can be successful in a void of leadership. IPLI is a premier leadership institute that highlights and demonstrates the value of leadership in the school environment. In the few years that it has been in existence with the Indiana General Assemblies’ support, IPLI has strengthened the leadership in Indiana schools with research-based practices and prolific speakers and presentations that underscore the importance of strong leadership. It goes without saying, IPLI has improved education in Indiana schools with effective and strong leaders.”

DR. J.T. COOPMAN, EXECUTIVE DIRECTOR, INDIANA ASSOCIATION OF PUBLIC SCHOOL SUPERINTENDENTS



Great Principals! Great Schools!

Indiana Principal Leadership Institute

Kelly Andrews, Director, Bayh College of Education

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Access the 2020-2021 Legislative Report at
www.indianapli.org