

Indiana Principal Leadership Institute

2018-2019/MAKING AN IMPACT

545+ *teachers*

have participated

with their principals

223,172

Directly Impacted Students

15,089

Directly Impacted Teachers

175

INTENSIVE

PROFESSIONAL

DEVELOPMENT HOURS

FOR EACH PRINCIPAL

347

PRINCIPALS

*Action Research
Completed*

649

PRINCIPAL-FOCUSED STUDIES

427

SCHOOL-FOCUSED STUDIES

IPLI'S FOURTH GRADUATING COHORT



On April 9, 2018, IPLI graduated its fourth cohort consisting of 62 principals and 11 mentors.

MISSION STATEMENT

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

LETTER FROM THE PRESIDENT AND DIRECTOR

Indiana State University's Bayh College of Education is pleased to share with you the *2018-2019 Indiana Principal Leadership Institute Impact Report*.

Created by the Indiana General Assembly with bipartisan support in 2013, the Indiana Principal Leadership Institute (IPLI) strengthens education in our state by focusing on school principals and increasing their leadership capacities. Currently in its sixth year of operation, IPLI has directly impacted 347 practicing principals, over 15,000 teachers, and more than 223,000 students in Indiana schools. Indirectly, IPLI is impacting all Indiana principals by providing timely research, resources, and materials via presentations, publications, social media, and the IPLI website.

This report includes program data as well as firsthand accounts of how IPLI is building leadership capacity in Indiana schools and districts. It also includes information about the Indiana New Administrator Leadership Institute (INALI), a program for first-time administrators developed through a partnership with the Indiana Association of School Principals and the Indiana Association of Public School Superintendents. INALI launched its fifth cohort in July with more than 60 new administrators. Together, IPLI and INALI are creating an aligned system of leadership support for Indiana deans, assistant principals, and principals.

In creating IPLI, the Indiana General Assembly recognized the significant impact of school leadership on student achievement. Utilizing a reflective learning and inquiry approach, this innovative professional development program for principals continues to gain national and international recognition. It is making a difference in the lives of not only principals and teachers but all Indiana children. As we enter our seventh year in 2019, we continue to improve and expand our influence. We look forward to another meaningful year ahead as well as sharing widely the research, resources, and materials created through IPLI and INALI.



Deborah J. Curtis
ISU President



Linda Marrs-Morford
IPLI Director

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

Deborah J. Curtis, *President*
Indiana State University

A handwritten signature in blue ink that reads "Linda K. Marrs-Morford".

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

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SHAWN WRIGHT-BROWNER
Director
J. Everett Light Career Center
MSD of Wayne Township

DR. JEFFREY K. BUTTS
Superintendent
MSD of Wayne Township

| 347 PRINCIPALS | |
|---------------------------------|--|
| 186 - Elementary Schools | |
| 54 - Middle/Junior High Schools | |
| 58 - High Schools | |
| 41 - Junior/Senior High Schools | |
| 4 - K-12 Schools | |
| 3 - K-8 Schools | |
| 1 - 4-12 School | |
| Public Charter Schools - 7 | |

IPLI Cohort Data

| Cohort 4 2016-2018 | Cohort 5 2017-2019 | Cohort 6 2018-2020 |
|--|---|---|
| <ul style="list-style-type: none"> ➤ 65 Principals ➤ 11 Mentors | <ul style="list-style-type: none"> ➤ 59 Principals ➤ 11 Mentors | <ul style="list-style-type: none"> ➤ 49 Principals ➤ 11 Mentors |
| <ul style="list-style-type: none"> ➤ 35 - Elementary Schools ➤ 2 - K-8 Schools ➤ 11 - Junior/Senior High Schools ➤ 10 - High Schools ➤ 4 - 6-12 and 7-12 Schools ➤ 3 - K-12 and 4-12 Schools | <ul style="list-style-type: none"> ➤ 37 - Elementary Schools ➤ 10 - Middle/Junior High Schools ➤ 9 - Junior/Senior High Schools ➤ 3 - High Schools | <ul style="list-style-type: none"> ➤ 28 - Elementary Schools ➤ 1 - K-8 School ➤ 5 - Middle/Junior High Schools ➤ 5 - Junior/Senior High Schools ➤ 10 - High Schools |
| FREE & REDUCED | FREE & REDUCED | FREE & REDUCED |
| <ul style="list-style-type: none"> ➤ 0.0%-19%: 4 Schools ➤ 20%-29%: 4 Schools ➤ 30%-39%: 11 Schools ➤ 40%-49%: 10 Schools ➤ 50%-59%: 12 Schools ➤ 60%-69%: 11 Schools ➤ 70%-79%: 3 Schools ➤ 80%-89%: 8 Schools ➤ 90%-100%: 2 Schools | <ul style="list-style-type: none"> ➤ 0.0%-19%: 0 Schools ➤ 20%-29%: 6 Schools ➤ 30%-39%: 11 Schools ➤ 40%-49%: 13 Schools ➤ 50%-59%: 10 Schools ➤ 60%-69%: 8 Schools ➤ 70%-79%: 3 Schools ➤ 80%-89%: 5 Schools ➤ 90%-100%: 3 Schools | <ul style="list-style-type: none"> ➤ 0.0%-19%: 5 Schools ➤ 20%-29%: 4 Schools ➤ 30%-39%: 8 Schools ➤ 40%-49%: 12 Schools ➤ 50%-59%: 2 Schools ➤ 60%-69%: 9 Schools ➤ 70%-79%: 3 Schools ➤ 80%-89%: 2 Schools ➤ 90%-100%: 3 Schools ➤ NA: 1 School |
| A-F ACCOUNTABILITY** | A-F ACCOUNTABILITY | A-F ACCOUNTABILITY |
| <ul style="list-style-type: none"> ➤ A: 36 Schools ➤ B: 17 Schools ➤ C: 8 Schools ➤ D: 4 Schools ➤ F: 0 Schools | <ul style="list-style-type: none"> ➤ A: 12 Schools ➤ B: 18 Schools ➤ C: 19 Schools ➤ D: 8 Schools ➤ F: 1 School ➤ NA: 1 School | <ul style="list-style-type: none"> ➤ A: 12 Schools ➤ B: 22 Schools ➤ C: 10 Schools ➤ D: 0 Schools ➤ F: 4 Schools ➤ NA: 1 School |

*For Cohorts 1, 2, & 3 data, see previous IPLI Impact Reports or IPLI Annual Reports at www.indianapli.org.

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

IPLI Model

WHAT DOES IPLI LOOK LIKE?

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

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

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

“This experience has been amazing. Our regional group is helping me push myself daily to be an even better leader. My staff and school are already noticing how much the IPLI experience and professional learning is helping me grow.”

CRAIG SMITH
Principal
Center Grove Middle School
Center Grove Community School Corporation

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

ACTION RESEARCH

One component of the IPLI program model is the utilization of action research to engage principals and school teams in research-based approaches to decision-making. Action research involves collecting and analyzing data then adjusting and evaluating practice.

At the end of each year, principals and teams present their research in a conference-style format. In addition, summaries of all research projects and their results can be found on the IPLI website at www.indianapli.org. Selected projects from each cohort are also presented at the annual IASP Fall Professionals Conference.

| Cohorts 2-5 |
|--|
| Individual Year 1 Principal Action Research Projects Completed |
| <ul style="list-style-type: none">• 93 principals focused on increasing instructional leadership;• 62 principals completed projects centered on increasing leadership effectiveness by improving time and organizational management skills;• 34 principals concentrated on creating safe and collaborative cultures in their schools;• 37 principals centered their efforts on improving communication with various school constituencies;• 13 principals completed projects aimed at building leadership capacity within their buildings. |
| Cohorts 2-4 |
| Year 2 Team Action Research Projects Completed |
| 95 teams completed projects focused on ensuring effective teaching in every classroom: <ul style="list-style-type: none">• 54 created an instructional model;• 22 improved classroom instruction (e.g., instructional goals, professional development, interventions);• 19 implemented instructional rounds. |
| 66 teams centered their efforts on creating safe and collaborative school cultures: <ul style="list-style-type: none">• 26 improved school climate and culture (e.g., character education programs, professional development, recognizing achievement);• 23 implemented professional learning communities;• 17 increased stakeholder input. |

Focused Action Research

YEAR 1

The demands of the principal's job, both internal and external, often makes work-life balance impossible, which can lead to principal burnout.

Northeastern Middle School principal Dawn Sonsini is personally



Dawn Sonsini with her Northeastern Middle School staff during their 2018 Summer Retreat.

tackling this issue for her year-one action research project as she examines how her own self-care (emotional, physical, and mental) impacts her leadership and ability to care for others.

"I appreciate the opportunity to collaborate regularly with other principals across the state. We have some of the best! I find myself energized after IPLI gatherings, inspired to continue making a difference. I feel connected and empowered to further develop my leadership capacity with my staff. I'm learning and growing!"

YEAR 2

Southwick Elementary Principal, Diamond Robinson, and her two teacher-leaders, Cindy Diehl and Mandy Hruschak, are working with their staff to implement consistent school norms for reading instruction.



Diamond Robinson with a first-grade class during an interactive read aloud.

"IPLI has been a great contributor to the improvements I am seeing at Southwick Elementary School. It has helped me personally grow and has increased my capacity to address the current needs at Southwick."

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

“Currently there is a need for strong leadership at every level of public education. The skill set gained and developed through the IPLI process transcends into a strong central office administrator, versed in best practice of curriculum, evaluation, and positive culture.”

DR. DAVID HOFFERT
Superintendent
Warsaw Community Schools

“My experience as a principal and mentor in IPLI has helped me greatly, not only as a principal but also as one who is now responsible for the growth of principals in my district. The role of school principal is difficult and complex, and often those responsible for the growth and development of principals don’t know how to help their leaders grow. IPLI prepared me for this job, and I am now able to share much of that learning with others.”

DAVID ROBERTSON
Chief Academic Officer
Warsaw Community Schools

“Having the opportunity to participate in IPLI was influential in developing us as school leaders. The activities, tasks, and action research component have helped prepare us for our new leadership roles. IPLI has increased our ability to develop our staff and improve the level of instruction and quality of education for our students.”

ANTONIA FIELDS
Instructional Coach
EVAN BERGMAN
Assistant Principal
Warsaw Community Schools

LIFE AFTER IPLI

The two-year IPLI experience does not end with graduation. What participants have learned during the program continues to influence their work long after graduation.

“The action research required of IPLI continues to impact administrators, teachers, and students after the two-year program. During the action research project, we focused on teachers observing other teachers. During one of my recent observations, a teacher had implemented small-group math-guided instruction that she had observed another teacher doing earlier this school year. IPLI continues to make an impact on my school even a year later.” -- Staci Knigga, Principal at Central Elementary with Lawrenceburg Community Schools

IPLI is increasing the leadership capacities within schools, districts, and the state of Indiana. Completion of the IPLI program opens many doors for graduates. Opportunities to take on different types of leadership roles are very common. For example, graduates are encouraged to “pay it forward” by becoming mentors for IPLI or for INALI. Eleven graduates are now serving as IPLI mentors. Jason Witzigreuter and Colleen Bergren of Cohort 1 are currently mentoring new school administrators in INALI.

Within districts, IPLI graduates are often selected to lead district-wide initiatives and are frequently recruited for district-level positions. For example, David Robertson, graduate of Cohort 1, mentor for Cohorts 3 and 5, and member of the IPLI Leadership Team, is currently Chief Academic



IPLI Graduate and Mentor, David Robertson coaching a principal in his district.

Officer for Warsaw Community Schools. In these roles, former IPLI principals are now impacting entire districts versus a single school.

Teacher-leaders attending year two with their principals are also experiencing leadership opportunities within their buildings. Both of Belzer Middle School Principal Andy Harsha’s (Cohort 4) teacher-leaders have taken on new roles. Evan Bergman has moved into the assistant principal’s role, and Antonia Fields supports her department with instructional technology as an eCoach. Antonia is also an instructional leader for the school conducting walkthroughs, facilitating instructional coaching, and attending district-level professional development.

OVERALL IPLI RESULTS

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

The ultimate evidence to validate the continuation of IPLI is the impact on student achievement in our participants' schools. **Twenty of the 56 principals in Cohort 1 increased school-level grades after one year.** Unfortunately, because of state assessment changes, data from the last three years are not usable for comparison purposes.

Instead, IPLI has conducted several statistical analyses on elementary, middle, and high school assessment passing rates and graduation rates from the past four years for Cohorts 1, 2, and 3 to begin to identify differences between IPLI schools and non-IPLI schools. Preliminary data indicate the following:

- **While statewide passing percentages decreased from 2016 and 2017 to 2018 at the elementary and middle school levels, IPLI Cohort 1 demonstrated increases on four of the six measures. Cohorts 2 and 3 exceeded the statewide passing averages on all measures.**
- **At the high school level, the combined IPLI cohorts were consistently above the statewide mean on testing pass rates. The combined IPLI cohorts have higher mean graduation rates in comparison to the statewide average.**

In addition, program exit survey results and data collected from action research projects are showing improvements in leadership skills and student achievement. The following table summarizes key results from IPLI Cohorts 1-4 Program Exit Surveys from principals and superintendents. Feedback from these surveys has been used to make improvements to the program. **Ninety-four percent (94%) of the superintendents are responding that IPLI is having a significant impact on the leadership capacities of their principals. Nearly one hundred percent (100%) of principals and superintendents would recommend the program to their respective colleagues.**

| IPLI COHORT PRINCIPALS' RATINGS (Cohorts 1-4) | | | |
|---|------------|----------|------------------|
| Survey Item | Cohort 1-3 | Cohort 4 | Combined Ratings |
| Value of overall experience | 9.10/10 | 9.27/10 | 9.14/10 |
| Overall seminar rating | 8.58/10 | 9.08/10 | 8.71/10 |
| Value of monthly regional focus-cohort meetings | 8.31/10 | 8.52/10 | 8.36/10 |
| Value of the action research projects | 8.34/10 | 8.87/10 | 8.47/10 |
| Value of including two teachers in year two | 8.78/10 | 9.31/10 | 8.91/10 |
| Value of using the High Reliability Schools Framework in year two | 8.48/10 | 9.06/10 | 8.63/10 |
| Quality of the mentoring relationship | 4.57/5 | 4.6/5 | 4.58/5 |
| Would recommend IPLI to other principals | 100% Yes | 100% Yes | 100% Yes |

"IPLI has been the best, most helpful, and applicable professional development I have had in my 20+ years in school administration. The high-quality mentors, speakers, materials, and the ongoing reflection and collaboration helped me venture into areas of leadership and principalship that I likely would not have pursued otherwise. Our school has been impacted positively by IPLI because our staff has been open to the task of reflecting and taking intentional action steps to grow the learning capacity for both students and staff."

ROB MARTIN, COHORT 4
Swayzee Elementary
Oak Hill United School Corporation

"IPLI was, hands down, the best professional development I have ever been a part of. It really forced me to think about my leadership and the impact it has on my building. I am a better leader because of this program, and my kids and my building are better as well."

JASON CARY, COHORT 4
Greenfield Central High School
Greenfield-Central Community Schools

"IPLI has supported our building in creating an instructional model that provides common instructional practices in all classrooms. The teacher-leaders have been paramount in supporting the implementation of our model. IPLI provided the guidance and allowed us to work as a team to create something our building uses daily."

PAT MCCANN, COHORT 4
Prince Chapman Academy
East Allen County Schools

IPLI Advisory Board

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

“In my role as Chairperson of the IPLI Advisory Board, I have witnessed the continued growth of IPLI. Six experienced mentors are now part of the Leadership Team, tasked with the ongoing development of the two-year experience. IPLI is creating a post-graduate program to further support their principals, and the action inquiry projects completed as part of IPLI are being shared with a broader audience. Throughout the state and nationally, IPLI is being recognized as one of the premier professional development programs for practicing principals.”

DR. PAUL KAISER
Superintendent
Beech Grove City Schools

IPLI LEADERSHIP TEAM

In June 2019, IPLI created a Leadership Team to assist the Director in the continued growth and development of the program. Six experienced mentors were selected for the team and include:

- **Brian Disney** - Principal of Mooresville High School, member of Cohort 3, and mentor for Cohort 5;
- **Amy Linkel** - Principal of South Ripley Elementary School, member of Cohort 3, and mentor for Cohort 5;
- **Mike Pinto** - Principal of James Cole Elementary, mentor in Cohorts 2, 4, and 6;
- **David Robertson** - Chief Academic Officer of Warsaw Community Schools, member of Cohort 1, and mentor in Cohorts 3 and 5;
- **Jane Rogers** - Superintendent of Milan Community School Corporation, mentor in Cohorts 2, 4, and 6;
- **Rhonda Roos** - Educational Consultant, mentor in Cohorts 1 and 5.



The IPLI Leadership Team: Brian Disney, Amy Linkel, Mike Pinto, David Robertson, Jane Rogers, and Rhonda Roos.

“IPLI has had a tremendous impact on me as a principal and on our school as a whole. As a participant, we spent two years working to enhance the school culture which has enabled us to make even greater curriculum and instruction gains during my years as a mentor. We now have four teachers in our school who have experienced the amazing IPLI professional development and are growing in their teacher-leader roles. As a member of the Leadership Team, I am able to work with an exceptional group of educational leaders to strengthen mentor training and the experience for our principals and teacher-leaders. I am a better principal because of these experiences, and more importantly, we are providing better educational experiences for our students.”

DR. BRIAN DISNEY
Principal
Mooresville High School
Mooresville Consolidated 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 the needs of school administrators. On February 5, 2019, INALI graduated its fourth cohort of 78 school leaders. Sixteen principals from

INALI Cohorts 1, 2, and 3 are currently participating in IPLI—evidence of the aligned system of support being created for Indiana school leaders.



INALI Cohort 4 graduated 78 school leaders on February 5, 2019.

“Being part of INALI Cohort 5 has been a fantastic experience as a second-year administrator. I have had the opportunity to learn from seasoned administrators and educators from across the state on various topics that are crucial and relevant to my job. It has also served as a great networking community because of the collaborating I have been able to do with my mentor and fellow new administrators. I feel as though INALI has helped me continue to build my ‘tool box’ as an educator!”

KELLIE BROTHERTON

Assistant Principal

Lew Wallace Elementary School 107
Indianapolis Public Schools

WHAT DOES INALI LOOK LIKE?

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

“Transitioning from the classroom to administration has a bit of a learning curve. The INALI program embraces the fact that beginning administrators need resources, training, and support. The regional trainings and cohort meetings have provided a wealth of resources while also facilitating the growth of a support network of fellow administrators.”

JOSH HAGENOW

Assistant Principal

Southmont High School
South Montgomery School
Corporation



IPLI Cohort 6 at the 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 exists as an example for how to provide leadership opportunities on a statewide basis that is job-embedded and based on research-based practices. IPLI provides opportunities for thoughtful and insightful dialogue around principal leadership and on building school leadership capacity, both of which benefit students in all settings. IASP is a proud partner with IPLI, and we look forward to our continued growth and support for principals.”

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

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

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



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Access the 2017-2018 Legislative Report at
www.indianapli.org