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

IPLI COHORT 12 INFORMATION PACKET

APPLICATIONS ARE DUE BY MAY 1, 2024

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

Indiana Principal Institute

Created by the Indiana General Assembly in 2013, IPLI is a byproduct of a bipartisan effort to strengthen education in our state by focusing on how to 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 with an emphasis on student success. In year one, the focus is on the principal and increasing a principal's capacity to address the school's current needs, such as their ability to effect change through teacher evaluation models, student performance, community involvement, and shaping a 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 in developing an improvement plan.

Near the first year's mid-point, 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 to join them in an intensive study of their schools using their current school improvement planning process and the Marzano High-Reliability Schools™ framework. Utilizing existing school data plus the High-Reliability Schools™ data, these leadership teams will study research-based practices to aid in developing 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, these focus cohorts will meet regionally in August, October, February, March, and May/June each year. Additional benefits include:

- Five yearly seminars featuring nationally-recognized school leaders;
- Access to resources to support the needs of principals and their schools, including those from the Marzano Research High-Reliability Schools™ Network;
- 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. 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 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, which influence leadership capacity. In year two, school assessments will contribute to the eventual development of the school improvement plan, which will analyze the same variables, looking through the organizational lens. As we work with principals, our ultimate goal is to improve schools toward enhanced student achievement and success. Baseline data relevant to these concepts, 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 environments 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 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 trust as they become more willing to share their experiences and welcome peer critique.

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 the guidance of their mentors. 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 through sharing of reflections, mentors will help principals process that information into meaningful and useable knowledge.
- Resist the temptation to be the solution to 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 any issues or circumstances preventing a participant from succeeding to the Director.

Mentors will organize five regional focus-cohort meetings during the year (August, October, February, March, and May/June). Dates for these meetings will be determined during the 2023 Summer Seminar. In addition, mentors will maintain weekly communication with focus-cohort members and visit each principal's school two times each year.

Seminars

The Principal Institute will be composed of five annual seminars. The summer seminar is the kickoff for the Institute. This seminar will occur over two days, typically in mid-July, and will be held on the Indiana State University campus. Additional seminars will occur twice each semester for one day each, tentatively on Wednesdays during the first year and Tuesdays during the second year. The seminars are held in the Indianapolis area, beginning at 9:00 a.m. and generally 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 to foster collaboration;
- Invite speakers with national reputations to engage the participants in thoughtful activities relevant to the mission of the Institute;
- Provide action research training and guidance to assist with leadership and school improvement plan development;
- Re-engage the participants in issues from across the state; and
- Build a network of support that will exist beyond the institute experience.

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

Assessment of Participants and Schools

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

While our goal is to increase the leadership capacities of all participants, we hope to ultimately improve their schools' learning capacities. Recent research has shown that leadership and organizational learning capacity are linked to student achievement. Although an increase in the learning capacity of a school may take a few years to manifest, what we provide at the Indiana Principal Leadership Institute should eventually improve participants' schools in ways that matter to Indiana citizens. We will be looking at state assessment data, attendance rates, and graduation rates 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 who do not engage in the reflection within their focus cohorts will not be successful. Each principal will be expected to attend every seminar and focus-cohort meeting. Principals will be expected to participate in seminar activities, complete activities away from seminars, assist in the data collection from their schools (see list and timeline below) and build a small team of teacher-leaders at their schools to help support a school improvement plan.

IPLI Survey Tools

Year 1	Assessment	Who Completes
May/June <i>(after acceptance to IPLI)</i>	Process Communication Model	<ul style="list-style-type: none"> Principal
	School Culture Survey	<ul style="list-style-type: none"> Principal Teachers
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 and 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 that the Superintendent and school board believes this principal has the potential to improve their school; that the Superintendent and school board are willing to provide the support necessary for change; and that, finally, they will support, encourage, and allow data collection as needed. Please note that districts may use Title II funds to support a principal in IPLI.

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 travel, release time, and lodging expenses for the principal in years one and two and two teacher-leaders in year two.**
- The principal and corporation understand and provide permission for IPLI staff and Leadership team members to access all IPLI school-specific perceptual and academic survey data generated by leadership, faculty, staff, students, and 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, ACSI, CSI, ISACS, NLSA, etc.) or with the Indiana Department of Education. All school data collected as part of IPLI are used to assist in developing an improvement plan, not for accreditation or certification purposes.**

Calendar of Events for Cohort 12: 2024-2026

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

- July 16-17, 2024: Summer Seminar at ISU, Terre Haute
- August 2024: Regional Focus-Cohort Meeting (TBD)
- September 25, 2024: Seminar in Indianapolis
- October 2024: Regional Focus-Cohort Meeting (TBD)
- November 24, 2023: Seminar in conjunction with the Indiana Association of School Principals Fall Conference in Indianapolis
- January 21, 2025: Seminar in Indianapolis
- February 2025: Regional Focus-Cohort Meeting (TBD)
- March 2025: Regional Focus-Cohort Meeting (TBD)
- April 8, 2025: Seminar in Indianapolis
- May/June 2025: Regional Focus-Cohort Meeting (TBD)

Year 2 - Seminars

- June 25-26, 2025: Summer Seminar at ISU
- August 2025: Regional Focus-Cohort Meeting (TBD)
- September 23, 2025: Seminar in Indianapolis
- October 2025: Regional Focus-Cohort Meeting (TBD)
- November 24, 2025: Seminar in conjunction with the Indiana Association of School Principals Fall Conference in Indianapolis
- January 20, 2026: Seminar in Indianapolis
- February 2026: Regional Focus-Cohort Meeting (TBD)
- March 2026: Regional Focus-Cohort Meeting (TBD)
- April 7, 2026: Seminar in Indianapolis
- May/June 2026: Regional Focus-Cohort Meeting (TBD)

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

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 is to 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 that 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, don't hesitate to 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. The IPLI Cohort 11 Selection Committee will review applicants meeting criteria, consisting of two IPLI Mentors, the IPLI Director, a representative from the IPLI Advisory Board, the IASP Executive Director, and the ISU Department of Educational Leadership IPLI liaison. Selection of principals for the 2024-2026 cohort will be made by May 15, 2024, and both the superintendent/district-level supervisor and the principal will be notified electronically.