



## Facilitator Notes

### Principal Evaluation Training Modules

### Wisconsin Educator Effectiveness System

These facilitator notes are intended to guide the use of the six Principal Evaluation Training Modules. The training modules were designed by a team of practitioners from the field, members of the Association of Wisconsin School Administrators (AWSA), the Wisconsin Center for Education Research (WCER) and DPI, to help participants build a better understanding of the components of the Wisconsin Framework for Principal Leadership (WFPL) by analyzing the components of the framework within the context of typical work tasks for the principal or assistant principal.

The six module topics explore the WFPL components through these common building administrator tasks:

**Module 1: Giving and Receiving Feedback**

**Module 2: Leading Professional Activities**

**Module 3: Managing a Facility**

**Module 4: Facilitating a Decision-Making Process**

**Module 5: Managing Challenging Conversations**

**Module 6: Communicating Change Effectively**

#### ***Suggested Use of the Principal Evaluation Training Modules***

We recommend that districts engage in these modules as an administrative team, bringing together both the evaluators of principals as well as principals and AP's to build a common understanding of the WFPL.

We also encourage participants to have a copy of the Wisconsin Framework for Principal Leadership handy while using the modules, so that they can see the full set of descriptors supporting each of the levels of performance for the components featured in the module.

Each module is simple and straightforward to use, and is formatted as a set of PowerPoint slides, containing live links to key resources (such as videos or simulations), but also locked down as .pdf's, to provide consistent messaging. These slides may be supplemented by your own locally developed slides.

The module slides are designed to support your local trainings for evaluators of principals, building principals, and assistant principals. While they are complete, and could stand alone as a training, you may want to consider using them as the backbone for developing locally relevant trainings that are in alignment with your administrative needs and context for learning.

Each module also comes with a participant packet that supports discussions and the process for applying knowledge of the components to a district's context. Facilitators or trainers may wish to add additional discussion questions or tasks to best align with your administrative needs and context for learning.

#### ***Structure of the Principal Evaluation Training Modules***

From the perspective of the trainer or facilitator, the modules utilize the "I Do" / "We Do" / "You Do" approach: First, the facilitator leads, models and instructs, building understanding of the language of the module's featured components for participants ("I Do"); next, the facilitator guides a team-based experience that helps participants reflect on and work with the components within a context ("We Do"); finally, the facilitator supports a collaborative, local discussion that applies participant's knowledge of the WFPL to his or

her specific context, and looks for ways to make the evaluation process efficient, relevant, and aligned to the needs of the principal, the building, and the district (“You Do”).

It is also worth noting that while the modules take advantage of a specific context to use as a backdrop to learn more about the WFPL components, the modules themselves aren’t meant to be an exhaustive exploration of the tasks related to a component (for example, what it takes to manage facilities, or how to manage any challenging conversation.) This is why local facilitators may wish to blend these slides and activities with local efforts at ongoing principal and evaluator professional development.

To explain the approach with a bit more detail:

The first section of each module, entitled “Learning about the Components” (which is the “I Do” section) means that the facilitator spends time with the group looking at the wording of the components and the language of the descriptors that support what being proficient in that component “looks like.” The facilitator is providing direct instruction on the components relevant to the principal’s task that is the module’s focus.

The middle section of each module, entitled “Seeing the Components in Action” (which is the “We Do” section) means the facilitator supports the group engaging in either a video analysis of practice or a group simulation, and having deep discussions around how the components can be seen within the videos, simulations, and principal/AP tasks.

The last section of each module, entitled “Working with the Components in Your Context” (which is the “You Do” section) is where the facilitator will begin to shift the discussion from “how do we see the components in this task” to “what opportunities do we have locally to see and interact with these components.” One of the key outcomes of this section is to identify commonalities that exist in the district that help make the evaluation process more efficient but also helps to identify natural ways for principals to engage in peer-to-peer reflection and discussion that supports their own professional growth.

### ***Accessing the Principal Evaluation Training Modules***

The modules can all be found on the Wisconsin Department of Public Instruction’s Educator Effectiveness website at:

**[dpi.wi.gov/ee/training-tools/training](https://dpi.wi.gov/ee/training-tools/training)**

For additional questions, please don’t hesitate to contact the Educator Effectiveness Team at (608) 266-3750 or through our website at [dpi.wi.gov/ee](https://dpi.wi.gov/ee).