



## Principal Evaluation Training Module 1: Giving and Receiving Feedback Participant Activity Worksheets

### We Do:

Watch the principal providing post-observation feedback to a teacher in the video and jot evidence for each of the following components:

<i>Component</i>	<i>Evidence Statements</i>
1.1.3, Observation and Performance Evaluation	
1.1.4, Professional Development and Learning	
2.1.3 Use of Feedback for Improvement	

Using the WFPL rubric, how might you formatively score the principal on **1.1.3, Observation and Performance Evaluation**, for this event?

What feedback might you give him(her?) about how to grow in this area?

How does the principal's self reflection also constitute evidence for **2.1.3, Use of Feedback for Improvement**, for this event?

**You Do:**

As an administrative team, discuss and define your local standards for giving feedback to principals, including areas such as:

<b><i>Standards for providing feedback to principals and AP's</i></b>	<b><i>What does it look like in our context?</i></b>
Frequency (How often will feedback be given?)	
Timing (How soon will feedback be given after different events, like planned school visits, unplanned sampling visits, or in-the-moment opportunities to give feedback?)	
Acceptable or preferred format(s) (In what way(s) will feedback be delivered?)	
What is a principal expected to do with the feedback he or she receives? (How can a principal's or AP's evaluator see that he or she is doing what they need to do with feedback they have been given?)	
Other standard:	
Other standard:	
Other standard:	
How WON'T we give feedback to principals and AP's, either from evaluators of principals or in peer collaboration situations?	

In what ways can the feedback standards be aligned to both the task of principals giving feedback or coaching to teachers and staff

- Where and why might there be differences between the way that principals receive feedback and the way teachers and staff receive feedback locally?

In your context, how can the process of delivering feedback from a peer or evaluator be aligned to principals, teachers and staff consistently across building or district contexts.

In our district, how do we give principals feedback and professional development on how to give better feedback?