



Principal Evaluation Training Module 2: Leading Professional Activities Participant Activity Worksheets

Learning the Components:

Use the language of these components and highlight key words and phrases that align with a principal’s role of leading professional activities for staff and peers:

Component	Hallmarks of being effective in this component include:
1.1.4, Professional Development and Learning	<ul style="list-style-type: none"> ● Consistently providing learning opportunities informed by current student, classroom, and school data reflecting cultural, linguistic and other learning needs. ● Creating productive and engaging learning opportunities that align with educator learning needs and school improvement priorities ● Encouraging educators to take responsibility for improving their performance over time.
1.1.5, Distributed Leadership	<ul style="list-style-type: none"> ● Purposefully leveraging staff for leadership opportunities based on their strengths, experiences, and demonstrated success ● Developing distributed leadership strategies that are aligned with school goals and engaging teachers with instructional or content leadership activities ● Assessing completion of delegated tasks and progress on related goals ● Providing formal and informal feedback, including mentoring or coaching, to emerging leaders that contributes to their success
1.2.1, Mission and Vision	<ul style="list-style-type: none"> ● Creating and communicating a clear instructional vision and mission for student college, career, and community readiness that is reflected in the school’s improvement plan ● Implementing the school improvement plan with input from staff and some external stakeholders, using evidence-based strategies ● Periodically assessing the school improvement plan progress and results ● Updating vision and mission as needed based on relevance to research and school-based evidence ● Ensuring that the mission and vision are known and accepted by a majority of the students and staff
1.2.2, Student Achievement Focus	<ul style="list-style-type: none"> ● Setting expectations for student academics and behavior that are clearly reflected in daily instruction and the school improvement plan ● Leading and regularly monitoring a coherent standards-based

	<p>curricular and instructional program to deliver rigorous academic content to all students</p> <ul style="list-style-type: none"> ● Providing multi-tiered support systems (such as Response to Intervention) to analyze student needs and target resources for student success
1.2.3, Staff Collaboration	<ul style="list-style-type: none"> ● Establishing and supporting ongoing development of collaborative work groups ● Assessing collaboration to keep the focus on instruction as well as teacher and student learning ● Providing consistent, common planning periods ● Periodically participating with collaborative teams to identify solutions to difficult problems
1.2.4, Schoolwide Use of Data	<ul style="list-style-type: none"> ● Facilitating schoolwide continuous improvement using multiple sources of relevant school, staff, and/or student data ● Developing and monitoring appropriate school improvement strategies and adjusting as necessary ● Developing capacity of individual teachers and teams to engage in continuous improvement processes using multiple sources of relevant data to improve instruction, leadership practices, and student learning ● Overseeing development of strategic assessment frameworks to drive instruction and advance learning

Practicing with the Components:

Part 1: Video of the principal facilitating the identification of school wide SLOs as a decision-making process.

Watch the video and jot evidence for each of the following components:

Component	Evidence Statements
1.1.4, Professional Development and Learning	
1.1.5, Distributed Leadership	
1.2.1, Mission and Vision	
1.2.2, Student Achievement Focus	
1.2.3, Staff Collaboration	
1.2.4, Schoolwide Use of Data	

Using the WFPL rubric, how might you formatively score the principal on 1.2.3, Staff Collaboration for this event?

What feedback and/or coaching might you give her about how to grow in this area?

Using the WFPL rubric, how might you formatively score the principal on 1.2.2, Student Achievement Focus for this event?

What feedback and/or coaching might you give her about how to grow in this area?

In your context in the district, what activities, actions, or statements define your role as an instructional leader?

You Do:

What opportunities exist for you to demonstrate your role as an instructional leader?

<i>Local opportunity to demonstrate instructional leadership</i>	<i>What kinds of artifacts might be generated that contain evidence of principal practices?</i>	<i>In what ways could this event be observed (and by whom) to identify evidence of principal practices?</i>
Ex. Collaborating on a building-level PD planning team	Ex. Notes showing how topics went from very broad based on building staff survey to being honed into a plan that is also aligned with district and building strategic plans...	Ex. Video of the principal or AP facilitating the team meeting in which teacher leaders are devising the schedule, topics, and themes for PD for the year...

How might any of these opportunities also be aligned to your district or strategic priorities?