

Principal Evaluation Training Module #1
Giving and Receiving Feedback



PARTICIPANT PACKET





Module 1: Giving and Receiving Feedback Participant Packet

We Do

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

Component 1.1.3 Performance Evaluation and Feedback

Enter your Evidence Statements below:

Component 1.1.4 Leading Professional Learning

Enter your Evidence Statements below:

Component 2.1.3 Personal Professional Learning

Enter your Evidence Statements below:

Using the WFPL rubric, how might you formatively score the principal's practice on Component 1.1.3 *Performance Evaluation and Feedback* for this event?

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

How does the principal's self-reflection also constitute evidence for Component 2.1.3 *Personal Professional Learning*, for this event?



You Do

As an administrative team, discuss and define your standards for giving feedback to principals, and what it will look like in your district.

Standard	What will it look like? Enter your response here.
Frequency <i>How often will feedback be given?</i>	
Timing <i>How soon will feedback be given after different events, like planned school visits, unplanned sampling visits, or in-the-moment opportunities to give feedback?</i>	
Acceptable or preferred formats <i>In what ways will feedback be delivered?</i>	
What is a principal expected to do with the feedback he or she receives? <i>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?</i>	
District identified standard:	

Standard	What will it look like? Enter your response here.
District identified standard:	
District identified 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 the principal's task of providing either feedback or coaching to teachers and staff?

Where and why might there be differences between the manner in which principals receive feedback and the manner in which teachers and staff receive feedback?

In your district, how can the process of delivering feedback from a peer or evaluator be aligned to principals, teachers, and staff consistently across all buildings or the district?

In your district, how do you provide principals with feedback and professional development regarding how to give better feedback?