

*Exploration of the Wisconsin Framework for Principal Leadership  
and the Principal Evaluation Process*



Principal Evaluation Training Module 1:  
**Giving and Receiving Feedback**



WISCONSIN DEPARTMENT OF  
**PUBLIC INSTRUCTION**

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# Introduction

This Principal Evaluation Training Module is part of a series of six modules, designed to better familiarize principals, assistant or associate principals (APs), and evaluators of principals with the Wisconsin Framework for Principal Leadership (WFPL).

Each of the six modules uses a common school leadership task as a backdrop to explore the framework.

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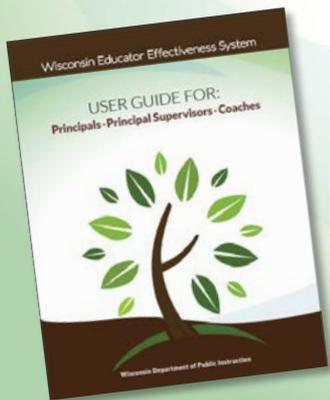
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# Using the Training Module

The training is best used collaboratively as a group of both evaluators of principals and the principals or AP's they evaluate. Learning together, evaluators and school leaders will benefit from the activities and discussions about the components as well as the discussion of how the WFPL components can be seen in the school context. These discussions help contribute to a more reliable evaluation process.



- Participants need a copy of the WFPL for review within this module.
- To access the WFPL, see the Appendices of the [WI Educator Effectiveness System User Guide for Principals, Principal Supervisors, and Coaches.](#)

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Part I:  
**Learning About the Components**



**FOCUS:**

## **Domains**

This module explores two Domains and related Sub-domains:

- **Domain 1: Developing Effective Educators**
  - Sub-Domain 1.1 Human Resource Leadership
- **Domain 2: Leadership Actions**
  - Sub-Domain 2.1 Personal behavior





## FOCUS: Components

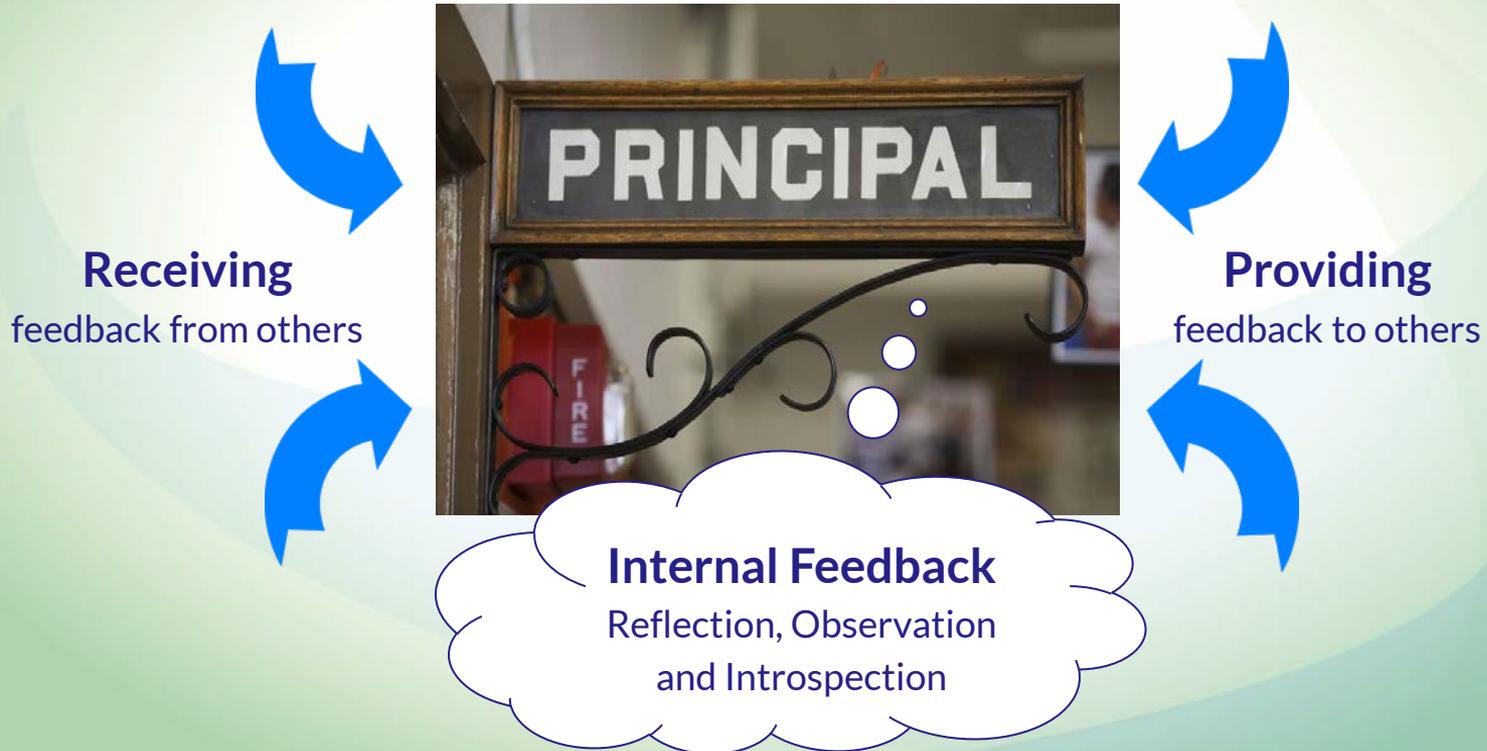
This module examines three components:

- 1.1 Human Resource Leadership
  - **1.1.3 Performance Evaluation and Feedback**
  - **1.1.4 Leading Professional Learning**
- 2.2 Intentional and Collaborative School Culture
  - **2.1.3 Personal Professional Learning**



# Giving and Receiving Feedback

Feedback is multi-directional and can happen in multiple modes at the same time.



# The Principal's Role in Giving Feedback

Providing high quality feedback can benefit many different stakeholders, sometimes at the same time:

- Students, teachers and staff
- Personal or professional learning network
- Peers

Consider how the principal's feedback will be used by each audience and what intended outcomes may be.

Think also about the barriers that might prevent someone from using a principal's feedback.

# The Principal's Role in Receiving Feedback

Consider the principal's need for feedback:

- Self-reflection
- Goal setting and improvement planning
- Setting directions and adjusting plans
- Improving his or her own skills at providing feedback to others

Consider how feedback the principal receives will be used.

What other stakeholders benefit from the principal utilizing the feedback?

Think about the barriers that might prevent a principal from using feedback.



## Discussion

Reflecting on Feedback:

***What barriers can affect how a principal successfully internalizes and uses feedback about his or her performance?***



# Domain 1: Developing Effective Educators

## 1.1 Human Resource Leadership

- Principals recruit, select, develop and evaluate teaching staff with the competencies needed to carry out the school's instructional improvement strategies.
- Effective human resource leaders also develop and leverage teacher leadership talent and foster distributed leadership.

# Domain 1: Developing Effective Educators

## 1.1 Human Resource Leadership

### 1.1.3 Performance Evaluation and Feedback

#### **Proficient school leadership for this component:**

- Observes teachers and other professional staff more often than minimum required by district policy, based on individual staff needs.
- Consistently provides staff with timely, clear, and actionable performance feedback through dialog and coaching conversations.

*Continued on next slide*

# Domain 1: Developing Effective Educators

## 1.1 Human Resource Leadership

### 1.1.3 Performance Evaluation and Feedback

#### *Proficient school leadership, continued*

- Consistently completes evaluations that accurately identify levels of performance and participates in calibration activities to ensure common understanding of evaluation criteria.
- Consistently documents and appropriately addresses weak performance before it becomes unacceptable; develops and implements plans for improvement when needed.

# Domain 1: Developing Effective Educators

## 1.1 Human Resource Leadership

### 1.1.4 Leading Professional Learning

#### **Proficient school leadership for this component:**

- Consistently provides staff learning opportunities that: are informed by current student, classroom, and school data; support use of high quality, standards-aligned instructional materials; and align with school improvement priorities.
- Creates ongoing set of learning opportunities addressing staff learning needs related to students' cultural, linguistic, and economic diversity.
- Consistently encourages teachers to set challenging a Professional Practice Goal and share it with peers, and follows through by conducting or facilitating conversations that promote professional learning.

# Domain 2: Leadership Actions

## 2.1 Personal Behavior

- Effective principals model professionalism by exhibiting ethical and respectful behavior that is displayed in the interactions with students, staff, parents and the community.
- Effective principals also maximize time focused on student learning, and use feedback to improve personal performance and student achievement.

# Domain 2: Leadership Actions

## 2.1 Personal Behavior

### 2.1.3

Personal  
Professional  
Learning

#### **Proficient school leadership for this component:**

- Actively solicits feedback from students, parents, staff, and supervisor and analyzes feedback to improve leadership practice.
- Regularly and accurately reflects on personal professional practice and participates in professional learning activities.
- Consistently applies current educational research to practice and monitors impact.

# PAUSE



Review the WFPL for the shift in the featured component language from **Unsatisfactory** to **Distinguished**. Think about what this looks like in practice.

For the Summary Year self-assessment, principals determine areas of focus by reflecting on their practice and identifying levels of performance that correspond to their self-assessment.

The attributes within the levels of performance inform the principals' goals. They also help evaluators and principal coaches provide feedback on principals' practice.



## Discussion

1. Discuss the key differences between *Basic/Developing* and *Proficient* practice.
  - What might a principal want to focus on to move from Basic/Developing to Proficient practice?
2. Discuss the key differences between *Proficient* and *Distinguished* practice.
  - What might a principal want to focus on to move from Proficient to Distinguished practice?





## Discussion

In what ways do these three components, working together, focus an evaluator's attention on a principal's actions around providing feedback to others and using feedback to improve personal, student, and school outcomes?

- 1.1.3 Performance Evaluation and Feedback
- 1.1.4 Leading Professional Learning
- 2.1.3 Personal Professional Learning





Part II

# Seeing the Components in Action





## Video

In the following video from a high school post-observation conference, the building principal provides feedback on a recent observation of a Language Arts class.

- Conversation deepens when the principal asks specific questions.
- The principal then takes time to reflect on the feedback she provided.
- See activity on next page before starting the video.



**Note:** Video link will open a browser window: [https://www.youtube.com/watch?v=pGHXrWy\\_2lg&feature=youtu.be](https://www.youtube.com/watch?v=pGHXrWy_2lg&feature=youtu.be)





## Activity

# Giving and Receiving Feedback

1. Use your Participant Packet (page 1) to collect observable evidence on each component during the video.
2. After gathering evidence, use the reflective prompts on page 2 to discuss how you might provide feedback to the principal.





## Discussion

After watching the video, review and discuss the available evidence for each of the following components:

- 1.1.3 Performance Evaluation and Feedback
- 1.1.4 Leading Professional Learning
- 2.1.3 Personal Professional Learning





Part III:

# Working with the Components in Your Context

# Examining the Principal's Role

Thinking about the components identified in this module, first consider the professional activities within your own building and/or district context that provide opportunities for an evaluator to see a principal leading professional activities:

- What opportunities already exist to provide principals feedback?
- What opportunities already exist to see principals provide feedback to teachers and staff?
- In what ways could these opportunities be observed to identify evidence of principal practices?



# Activity Local Context

As an administrative team, discuss and define your standards for giving feedback to principals, and what it will look like in your district. Use your Participant Packet (page 3) as you consider:

- Frequency
- Timing
- Format
- Application of feedback
- Locally identified standards
- How won't we give feedback?

 2018 Principal Evaluation Training Module

**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.
<b>Frequency</b> How often will feedback be given?	
<b>Timing</b> How soon will feedback be given after different events, like planned school visits, unplanned sampling visits, or in-the-moment opportunities to give feedback?	
<b>Acceptable or preferred formats</b> In what ways will feedback be delivered?	
<b>What is a principal expected to do with the feedback he or she receives?</b> How can a principal or district evaluator see that he or she is doing what they need to do with feedback they have been given?	
District identified standard:	
District identified standard:	

Participant Packet 3





## Discussion

How might a principal demonstrate that he or she has received feedback, internalized it, and made changes based on the feedback?

How might these demonstrations related to feedback be documented (either in the moment or over time?)

How might opportunities to give or receive feedback also be aligned to your district or strategic planning priorities? (example: a principal facilitating a building-wide satisfaction survey and using it to create an action plan.)





Additional information may be found online:  
Wisconsin Department of Public Instruction: [Educator Effectiveness System](http://dpi.wi.gov/ee).  
([dpi.wi.gov/ee](http://dpi.wi.gov/ee))