

Principal Evaluation Training Module #2
Leading Professional Activities



PARTICIPANT PACKET





Module 2: Leading Professional Activities

Participant Packet

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 1.1.4 Leading Professional Learning

- 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 Professional Practice Goal and share it with peers, and follows through by conducting or facilitating conversations that promote professional learning

1.1.5 Distributed Leadership

- Develops distributed leadership strategy that is aligned with school goals and school improvement plan and engages teachers with behavioral, curricular or instructional leadership activities
- Encourages staff members to take on formal or informal leadership roles based on their strengths, experiences, and demonstrated success
- Consistently provides supports to emerging leaders, including formal and informal feedback, mentoring or coaching

1.2.1 Vision and Mission

- Creates and communicates clear instructional vision and mission that is reflected in school improvement plan and responsive to student cultural, linguistic, and economic diversity
- Involves all stakeholder groups in development of school improvement plan using evidence-based strategies, resulting in vision and mission that is widely shared with and understood by students and staff
- Consistently assesses school improvement plan as part of ongoing progress monitoring practices



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1.2.2 Student Achievement Focus

- Involves staff in setting consistently rigorous expectations for students' academic and behavioral performance
 - Consistently monitors fidelity and integrity of curricular and instructional programs through classroom observation and feedback, and continuous review of student data
 - Secures lasting community partnerships that enhance key academic program areas
 - Uses multiple measures to assess equity of all student groups' access to high-quality, standards-aligned instructional materials when developing school improvement plan and includes viable strategies to address identified inequities
 - Coaches teachers and staff in implementing universal instruction within multi- leveled systems of support
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1.2.3 Staff Collaboration

- Encourages and provides multiple opportunities for collaboration focused on planning, teaching and learning
 - Consistently engages with collaborative teams to promote high expectations for professional work, ethical and equitable practice, and continuous improvement
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1.2.4 Schoolwide Use of Data

- Consistently organizes and facilitates schoolwide efforts to analyze data for purposes of continuous improvement using multiple sources of relevant school, staff or student data
 - Consistently analyzes school data and the effectiveness of strategies to address equitable access and achievement gaps throughout the year
 - Leads efforts to develop and use strategic assessment framework (e.g., formative, interim, and summative) to drive instruction and advance learning
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Practicing with the Components

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

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

Component	Enter your evidence statements here.
1.1.4 Leading Professional Learning	
1.1.5 Distributed Leadership	
1.2.1 Vision and Mission	
1.2.2 Student Achievement Focus	
1.2.3 Staff Collaboration	
1.2.4 Schoolwide Use of Data	



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Consider these feedback prompts as you prepare for a discussion after viewing the video:

Using the WFPL rubric, how might you formatively score the principal's practice on Component 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's practice on Component 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?



You Do.

Use the space provided in the following table to record opportunities, artifacts, and observations strategies for documenting instructional leadership in your local context.

Local opportunity to demonstrate instructional leadership.	What kinds of artifacts might be generated that contain evidence of principal practices?	In what ways could this event be observed (and by whom) to identify evidence of principal practices?
<i>Example: Collaborating on a building-level PD planning team.</i>	<i>Example: 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.</i>	<i>Example: 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.</i>

How might you align any of these opportunities to your district or strategic priorities?

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