

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



Principal Evaluation Training Module 3:
Managing a Facility



WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION

Carolyn Stanford Taylor, State Superintendent

Introduction

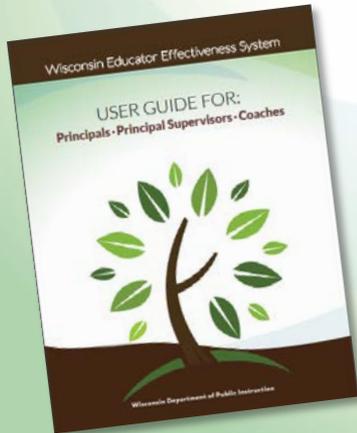
This Principal Evaluation Training Module is part of a series of six modules, designed to better familiarize principals, assistant or associate principals (APs), and evaluators of principals with the Wisconsin Framework for Principal Leadership (WFPL).

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



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.



- The module activities require that participants have a copy of the WFPL on hand.
- To access the WFPL, see the appendices of the [WI Educator Effectiveness System User Guide for Principals, Principal Supervisors, and Coaches.](#)



Part I:
Learning About the Components



FOCUS:

Domain 2

This module explores domain, sub-domain, and related sub-domains of the Wisconsin Framework for Principal Leadership (WFPL):

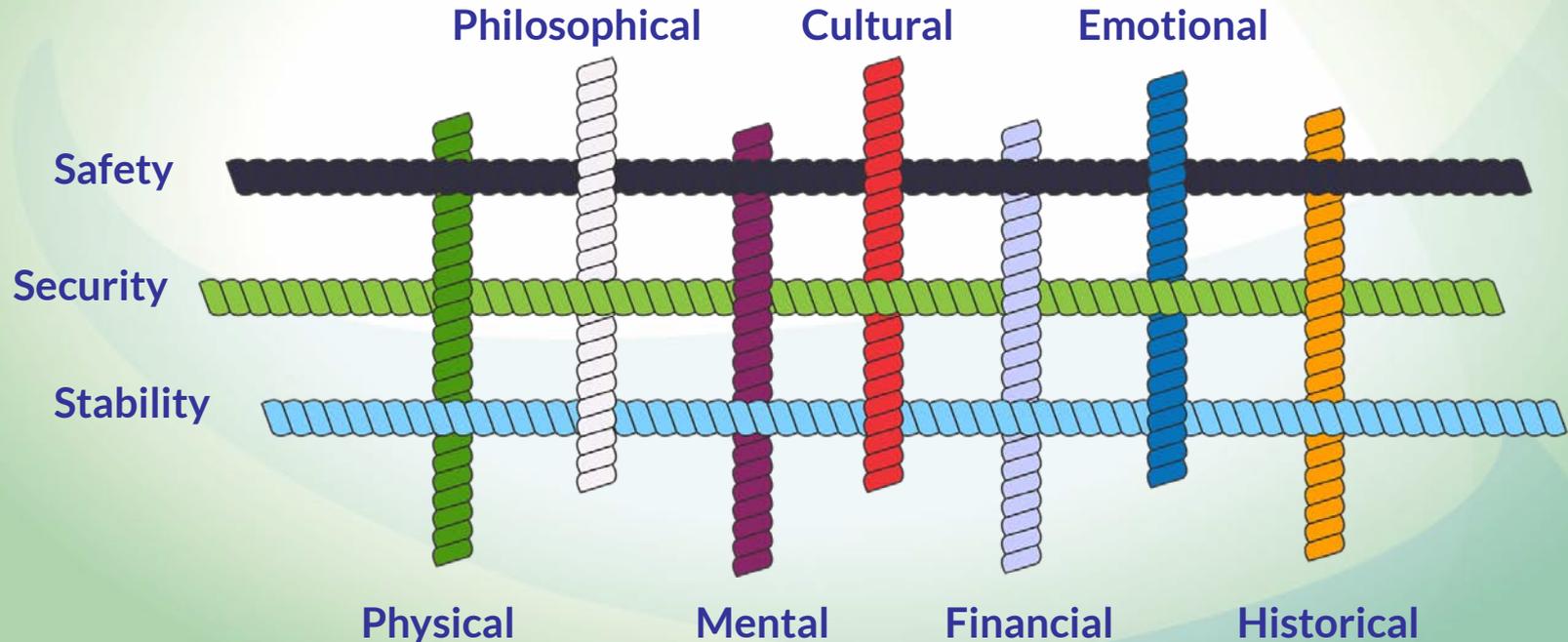
Domain 2: Leadership Actions

- **Sub-Domain 2.3** School Management
 - **Component 2.3.1** Learning Environment Management
 - **Component 2.3.2** Financial Management
 - **Component 2.3.3** Policy Management



The “Fabric” of Facility Management

Building or facility management is a complicated, nuanced, and interconnected principal activity.





Discussion

In what ways are the principal's or assistant principal's actions to manage a facility guided by the district's overall mission and vision?



Domain 2: Leadership Actions

2.3 School Management

- Effective principals implement and maintain safety plans that ensure an inclusive and safe learning environment.
- Engaging staff in understanding and implementing policies, procedures, laws and regulations builds capacity and allows the principal time to focus on student learning.
- School leaders must efficiently manage limited financial resources for sound educational programming and engage with staff and community to maximize allocations and potentially leverage additional resources.

Domain 2: Leadership Actions

2.3 School Management

2.3.1 Learning and Environment Management

Proficient School Leadership for This Component:

- Creates and implements a plan for physical and socio-emotional safety of students and staff
- Implements clear crisis management plan that is known by all staff, periodically tested, and updated as needed
- Consistently cooperates with district staff to develop and maintain clean and productive learning environment
- Consistently considers and acts upon extended community learning and social services opportunities

Domain 2: Leadership Actions

2.3 School Management

2.3.2 Financial Management

Proficient School Leadership for This Component:

- Conducts needs analysis and includes stakeholder input as part of budget development
- Manages budget with flexibility and seeks approval when variance is needed
- Consistently allocates resources to support school improvement priorities and access to resources that promote equitable practices

Domain 2: Leadership Actions

2.3 School Management

2.3.3 Policy Management

Proficient School Leadership for This Component:

- Consistently engages staff in understanding and implementing policies, procedures, laws and regulations and works to resolve violations
- Consistently maintains appropriate policy documentation
- Consistently participates with appropriate policy makers to influence policies that directly impact school and leadership practice

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.



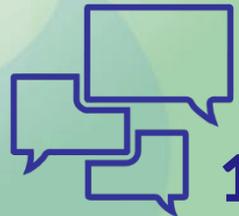
Discussion

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?*

Discuss the key differences between Proficient and Distinguished practice.

- *What might a principal want to focus on to move from Proficient to Distinguished practice?*





Activity

Use a clean piece of paper to individually or collaboratively create a picture that shows how these three components, working together, focus an evaluator's attention on a principal's efforts on facility management.

- 2.3.1 Learning Environment Management
- 2.3.2 Financial Management
- 2.3.3 Policy Management





Part II

Seeing the Components in Action





Simulation

The icon at the bottom of this slide links to a simulation designed to explore decision-making in a specific scenario involving various aspects of facility management.

Individually or as an administrative team, click the link to begin your exploration.

At the end of the simulation, you will be asked to reflect on the decisions you made as they relate to specific WFPL components of focus within this module.

Take notes on page 1 of your Participant Packet during the simulation.





Discussion

After engaging with the simulation, review and discuss any available evidence for each of the following components:

- 2.3.1 Learning Environment Management
- 2.3.2 Financial Management
- 2.3.3 Policy Management





Part III:

Working with the Components in Your Context

Examining the Principal's Role

With the components identified in this module in mind, think about the professional activities that provide opportunities for an evaluator to see a principal leading professional activities within your own building or district context.

- What opportunities already exist?
- What kinds of artifacts might be generated that contain evidence?
- In what ways could these opportunities be observed to identify evidence of principal practices?

Common Management Issues

Use the chart on page 3 of your Participant Packet to reflect on opportunities to demonstrate facility management within your current role or context.

List potential artifacts related to each opportunity, and how your management strategies might be observed as evidence of principal practices.


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You Do

What opportunities exist for you to demonstrate facility management within your role or context?
For each of the facility management issues listed below, think of at least two examples and:

1. List artifacts that might be generated through the process of addressing the issue.
2. Determine how the management strategy related to the issue could be observed as evidence of principal practices. Who would observe it?

Fill in your responses in the space provided below:

Management Issue	Possible Artifacts	What could be observed? By whom?
Learning environment management (1)		
Learning environment management (2)		
Facility physical safety and security (1)		
Facility physical safety and security (2)		

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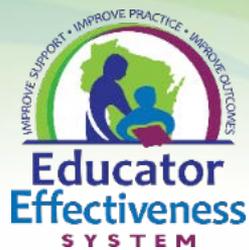
Discussion

From the information you have identified, consider a few common building or facility management opportunities that are shared among multiple principals.

Do any of these activities present a way for the principal evaluator's (example: Superintendent) work to be both efficient and meaningful?

How might the activities facilitate horizontal conversations (among peers) and vertical conversations (with supervisors)?





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



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