

Principal Evaluation Training Module #4
Facilitating Decision-Making Processes



PARTICIPANT PACKET





Module 4: Facilitating a Decision-Making Process

Participant Packet

We Do

Simulation: Hiring a Physics or Technical Education Teacher

How did the principal's actions or decision-making within the simulation relate to the Wisconsin Framework for Principal Leadership (WFPL)? For each component listed below, record your evidence statements and indicate whether the evidence was observed, found in an artifact, or both.

Component 1.1.1 *Recruiting and Selecting*

Evidence statements:

Evidence source: Artifact Observation Artifact

Component 1.1.2 *Assignment of Teachers and Instructional Staff*

Evidence statements:

Evidence source: Artifact Observation Artifact

Component 1.1.5 *Distributed Leadership*

Evidence statements:

Evidence source: Artifact Observation Artifact

Component 1.2.3 *Staff Collaboration*

Evidence statements:

Evidence source: Artifact Observation Artifact

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Principal Evaluation Training Modules

Component 2.2.1 School Climate

Evidence statements:

Evidence source: Artifact Observation Artifact

Component 2.2.2: Communication

Evidence statements:

Evidence source: Artifact Observation Artifact

Component 2.2.3 Change Management and Shared Commitment

Evidence statements:

Evidence source: Artifact Observation Artifact

Using the WFPL rubric, how might you formatively score the principal's practice on Component 1.1.5 Distributed Leadership for this event?

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



You Do

Think about opportunities you may have within your context—known or that can be planned—to facilitate a district- or building-level decision-making team. Examples may include:

- Schedule construction for a building
- Data teams or academic intervention planning
- Adding new courses
- Curriculum review team work
- Professional Development planning
- Shared SLO focus area identification
- Budgeting
- Identifying strategic building initiatives
- Hiring processes
- Spending Funds raised by a parent group

Depending on your district, discuss this in ways that are locally relevant or support the principal evaluation process for your context. For example, discuss this as a full administrative team, or perhaps by similarly situated roles such as HS principals and AP’s in the district.

Use the space below to list the opportunities you have identified, possible artifacts that may be generated by the process, what behaviors would be observable and by whom.

Opportunity Identified	Artifacts that might be generated.	What would be observable? By whom?
<i>Example: Hiring process</i>	<i>Example: Agenda and timeline that a principal creates or notes from WECAN screening discussions.</i>	<i>Example: Watch the principal facilitate discussion. Look for ways the principal tried to facilitate equitable representation or perspectives from discussions after the interviews, managed over-dominating or under-participating members, or sought to build consensus</i>

For additional information, visit the Wisconsin Department of Public Instruction, Educator Effectiveness Online Training Tools website: <https://dpi.wi.gov/ee/training-tools/training> or contact the Educator Development and Support Team: (608) 267-3750 or <https://dpi.wi.gov/educator-development-support>.