

Principal Evaluation Training Module #6
Communicating Change Effectively



PARTICIPANT PACKET





Module 6: Leading and Communicating Change Participant Packet

We Do.

Simulation: Leading a major organizational change

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

Component 2.1.1 Professionalism
 Evidence statements:

Evidence source: Artifact Observation Artifact

Component 2.1.2 Time Management and Priority Setting
 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



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You Do

Think about opportunities you have within your context or role to demonstrate effective communication. In the space provided below, list at least two examples for each type of communication specified within the Communication column. List related artifacts that might be generated through the communication process, related behaviors or actions that would be observable as evidence of principal practice, and who could observe them.

Communication	Possible Artifacts Generated	What would be observable and by whom?
<p>1a. Regular, planned communication (examples: newsletters, notifications about assessments) How is the message sent?</p>		
<p>1b. Regular, planned communication How is the message sent?</p>		
<p>2a. Emergent needs, but not emergencies (example: calling a parent about a discipline referral) How is the message sent?</p>		
<p>2b. Emergent needs, but not emergencies How is the message sent?</p>		



Communication	Possible Artifacts Generated	What would be observable and by whom?
<p>3a. Emergencies or high-stress events (examples: student injury requiring medical transport, or any incidents involving police, fire, medical, or other community-based agencies) How is the message sent?</p>		
<p>3b. Emergencies or high-stress events How is the message sent?</p>		
<p>Other</p>		
<p>Other</p>		

Continue and answer the questions on the next page.



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What types of communications, controlled by the principal or AP, are directly aligned to a district strategic initiative? Which types that are *not* aligned would be easy or important to align to the district's strategic plans?

How do you regularly share communications that will eventually become part of the evaluation process with your evaluator?

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>