

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



Principal Evaluation Training Module 6:
Leading and Communicating Change



WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION

Carolyn Stanford Taylor, State Superintendent

Introduction

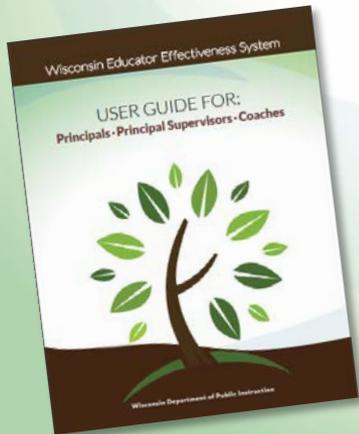
This Principal Evaluation Training Module is part of a series of six modules, designed to better familiarize principals, assistant or associate principals (APs), and evaluators of principals with the Wisconsin Framework for Principal Leadership (WFPL).

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: Domains

This module explores 1 domain and 3 related sub-domains of the Wisconsin Framework for Principal Leadership (WFPL):

Domain 2: Leadership Actions

- Sub-Domain 2.1 Personal Behavior
- Sub-Domain 2.2 Intentional and Collaborative School Culture





FOCUS: Components

This module explores 4 components of the Wisconsin Framework for Principal Leadership (WFPL):

Sub-Domain 2.1: Personal Behavior

- **Component 2.1.1** Professionalism
- **Component 2.1.2** Time Management and Priority Setting

Sub-Domain 2.2: Intentional and Collaborative School Culture

- **Component 2.2.2** Communication
- **Component 2.2.3** Change Management and Shared Commitment



Principal as Change Agent and Communicator

Regardless of the drivers of change, the principal serves multiple roles:

- Creating a strong vision for the change
- Aligning change to needs
- Demonstrating the problem that drives the change and building shared desire to change
- Unifying efforts and building strategic partnerships
- Supporting the vision in the face of shifting contexts and needs
- Communicating with transparency, purpose and audience in mind (inform, persuade, or stabilize)

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 student, 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

2.1.1 Professionalism

Proficient School Leadership for this Component:

- Consistently focuses school objectives and action steps on school improvement priorities resulting in increased student learning outcomes in some priority areas
- Plans for realistic and appropriate objectives, action steps and timelines to meet future needs
- Consistently assesses use of time to meet goals, priorities and deadlines
- Acts to protect instructional time by keeping teachers, students and staff focused on student learning and minimizes external distractions

Domain 2: Leadership Actions

2.1 Personal Behavior

2.1.2

Time Management and Priority Setting

Proficient School Leadership for this Component:

- Consistently focuses school objectives and action steps on school improvement priorities resulting in increased student learning outcomes in some priority areas
- Plans for realistic and appropriate objectives, action steps and timelines to meet future needs
- Consistently assesses use of time to meet goals, priorities and deadlines
- Acts to protect instructional time by keeping teachers, students and staff focused on student learning and minimizes external distractions

Domain 2: Leadership Actions

2.2 Intentional and Collaborative School Culture

- Effective principals establish a climate of trust and collaboration among school staff, students and the community while creating conditions that fosters an inclusive, culturally responsive, and learning-focused school environment.
- They build positive relationships and a shared commitment to change through effective communication and collaborative decision making.

Domain 2: Leadership Actions

2.2 Intentional and Collaborative School Culture

2.2.2 Communication

Proficient School Leadership for this Component:

- Provides comprehensive communication about school goals, learning expectations, challenges, improvement plans and progress to most stakeholders
- Assesses effectiveness of some communication approaches and adapts messages as needed
- Solicits input and consistently responds to contacts from parents and staff in timely and meaningful manner

Domain 2: Leadership Actions

2.2 Intentional and Collaborative School Culture

2.2.3 Change Management and Shared Commitment

Proficient School Leadership for this Component:

- Pursues new changes based on current research to address school priorities
- Engages teachers and other stakeholders in planning and initiating improvement processes and managing change
- Uses multiple strategies to work toward agreement and/or consensus for improvement, including shared problem-solving approaches
- When significant philosophical differences exist, uses appropriate method(s) to question district direction, but accepts and supports decisions when final
- Recognizes that conflict is inevitable, depersonalizes disagreement, and respects varying points of view

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.



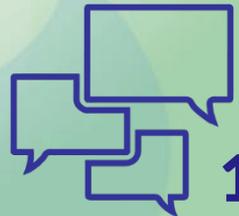
Discussion

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?*





Discussion

In what ways do these components, working together, focus an evaluator's attention on a principal's efforts leading professional activities?

- **2.1.1** Professionalism
- **2.1.2** Time Management and Priority Setting
- **2.2.2** Communication
- **2.2.3** Change Management and Shared Commitment





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 communicating change.

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.

Use page 1 of your Participant Packet to take notes.





Discussion

After engaging with the simulation: Review and discuss the available evidence for each of the following components:

- **2.1.1** Professionalism
- **2.1.2** Time Management and Priority Setting
- **2.2.2** Communication
- **2.2.3** Change Management and Shared Commitment





Part III:

Working with the Components in Your Context

Local Context

Within your own building and/or district context, what opportunities are there for an evaluator to observe the principal communicate with different stakeholders (students, staff, parents, community members, school board)?

Consider:

- Regular and Planned Communications
- Emergent, but not emergency, Communications
- Emergency Communications

Record your responses on page 2 in your Participant Packet.

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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?
1a. Regular, planned communication (examples: newsletters, notifications about assessments) How is the message sent?		
1b. Regular, planned communication How is the message sent?		
2a. Emergent needs, but not emergencies (example: calling a parent about a discipline referral) How is the message sent?		
2b. Emergent needs, but not emergencies How is the message sent?		
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?		
3b. Emergencies or high-stress events How is the message sent?		

2 Principal Evaluation Training Module 6: Participant Packet



Discussion

From the information you have identified, consider and discuss the following:

- How do your communications change when they are part of a larger-scale change process?
- How do communications change when there is a strong external driver for the change rather than an internal driver for the change?
- In your context, in what ways is the principal expected to change his or her approach to managing both change and communication depending on where the change is coming from?

Discussion continues on next slide.





Discussion

From the information you have identified, consider a few common change or communication 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 they facilitate horizontal conversations and vertical conversations among peers?

Discussion continues on next slide.



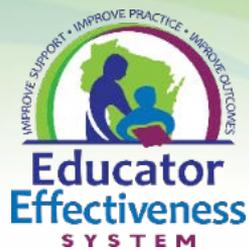


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Additional information may be found online:
Wisconsin Department of Public Instruction: [Educator Effectiveness System](http://dpi.wi.gov/ee).
(dpi.wi.gov/ee)



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