



## 2018 Principal Evaluation Training Modules

### Facilitator Notes

### Wisconsin Educator Effectiveness System

The Wisconsin Principal Evaluation Training Modules were designed as a collaborative effort between practitioners in the field, members of the Association of Wisconsin School Administrators (AWSA), the Wisconsin Center for Education Research (WCER) and the Wisconsin Department of Public Instruction (DPI).

The modules may be found on the Wisconsin Department of Public Instruction Educator Effectiveness Online Training Tools website at <https://dpi.wi.gov/ee/training-tools/training/principal-evaluation-training>

Note: The Wisconsin Framework for Principal Leadership was revised in 2018. Revisions reflect a reduction in the number of components, and improvements within level description language which better describe the breadth and depth of the role of principal or assistant principal. Additionally, culturally relevant leadership practice was made more explicit within the components.

### Module Audience and Facilitation

These training modules are for principals who use the Wisconsin Framework for Principal Leadership to support their own reflection, professional growth, and evaluation, and for those who observe, coach, support and evaluate building level administrators. These facilitator notes provide guidance for the 2018 modules. The modules are designed to help participants build a better understanding of the Wisconsin Framework for Principal Leadership (WFPL) by analyzing the components of the WFPL framework within the context of work tasks typically encountered by principals and assistant principals.

These modules are most impactful and helpful when viewed as an administrative team, consisting of both the evaluators of principals as well as principals and AP's, to build a common understanding of the WFPL. Due to the fact that districts and buildings have different contexts and administrative structures, groups are encouraged participate in the way that best fits their own context.

Recommended uses of the modules include:

- As part of the onboarding process for new or new-to-the-district administrators. The modules provide an opportunity to talk about the WFPL domains, subdomains and components, as well as the ways that principals may see these in action locally.
- To hone in on high priority areas, which is efficient for both principals and principal evaluators.



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### Module Structure

Each module features a simulation (video or Articulate® module) of a common challenge encountered by school and/or district leaders, and prompts participants to consider the challenge in terms of particular WFPL components. Ideally, therefore, the facilitator should be familiar with and able to facilitate conversation about the WFPL components within the particular module. The facilitator should also be able to help participants make direct connections to their local district or building environment context.

The modules utilize the “I Do” / “We Do” / “You Do” approach:

- **I Do:** the facilitator leads, models, and builds understanding of the WFPL components within the particular module.
- **We do:** the facilitator guides a team-based experience to help participants think deeply about the components within a particular context.
- **You Do:** the facilitator supports a collaborative, local discussion that allows participants to apply their knowledge of the WFPL to their specific context.

### Module Contents

Each training module contains:

- **PowerPoint Presentation Slide Deck** (in PDF format). Each presentation contains live links to key resources (such as video or interactive simulation). These slides may be supplemented by your own, locally developed slides. To present PDF slide deck, select “View” > “Full Screen Mode” and use the arrow to move through slides.
- **Participant Packet.** The participant packet supports discussion and applied knowledge of the components to the participant’s local context/district. Facilitators or trainers may wish to add discussion questions or tasks to best align with administrative needs and context for learning. *Recommendation: print one copy of the Participant Packet for each participant.*
- **Recommendation:** Print one copy of the Participant Packet for each participant. See Appendix C of the WI Educator Effectiveness [User Guide for Principals, Principal Supervisors, and Coaches](#).



## 2018 Principal Evaluation Training Modules

### Featured Domains, Sub Domains, and Components

#### SIM 1: Giving and Receiving Feedback

- 1.1.3 Performance Evaluation and Feedback
- 1.1.4 Leading Professional Learning
- 2.1.3 Personal Professional Learning

#### SIM 2: Leading Professional Activities

- 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

#### SIM 3: Managing a Facility:

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

#### SIM 4: Facilitating Decision-Making

- 1.1.1 Recruiting and Selecting
- 1.1.2 Assignment of Teachers and Instructional Staff
- 1.1.5 Distributed Leadership
- 1.2.3 Staff Collaboration
- 2.2.1 School Climate
- 2.2.2 Communication
- 2.2.3 Change Management & Shared Commitment

#### SIM 5: Negotiating Challenging Conversations

- 2.1.1 Professionalism
- 2.2.1 School Climate
- 2.2.2 Communication
- 2.2.3 Change Management & Shared Commitment
- 2.3.3 Policy Management

#### SIM 6: Communicating Change

- 2.1.1 Professionalism
- 2.1.2 Time Management & Priority Setting
- 2.2.2 Communication
- 2.2.3 Change management & Shared Commitment