

# Principal Evaluation Training Module 2: Leading Professional Activities

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

Wisconsin Department of Public Instruction  
Educator Effectiveness Team



# Using this Training Module

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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.

This training is best used collaboratively as a group of both evaluators of principals and the principals/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.



# Part 1: Learning about the Components

Key Wisconsin Framework for Principal Leadership Components in this module:

1.1.4, Professional Development and Learning

1.1.5, Distributed Leadership

1.2.1, Mission and Vision

1.2.2, Student Achievement Focus

1.2.3, Staff Collaboration

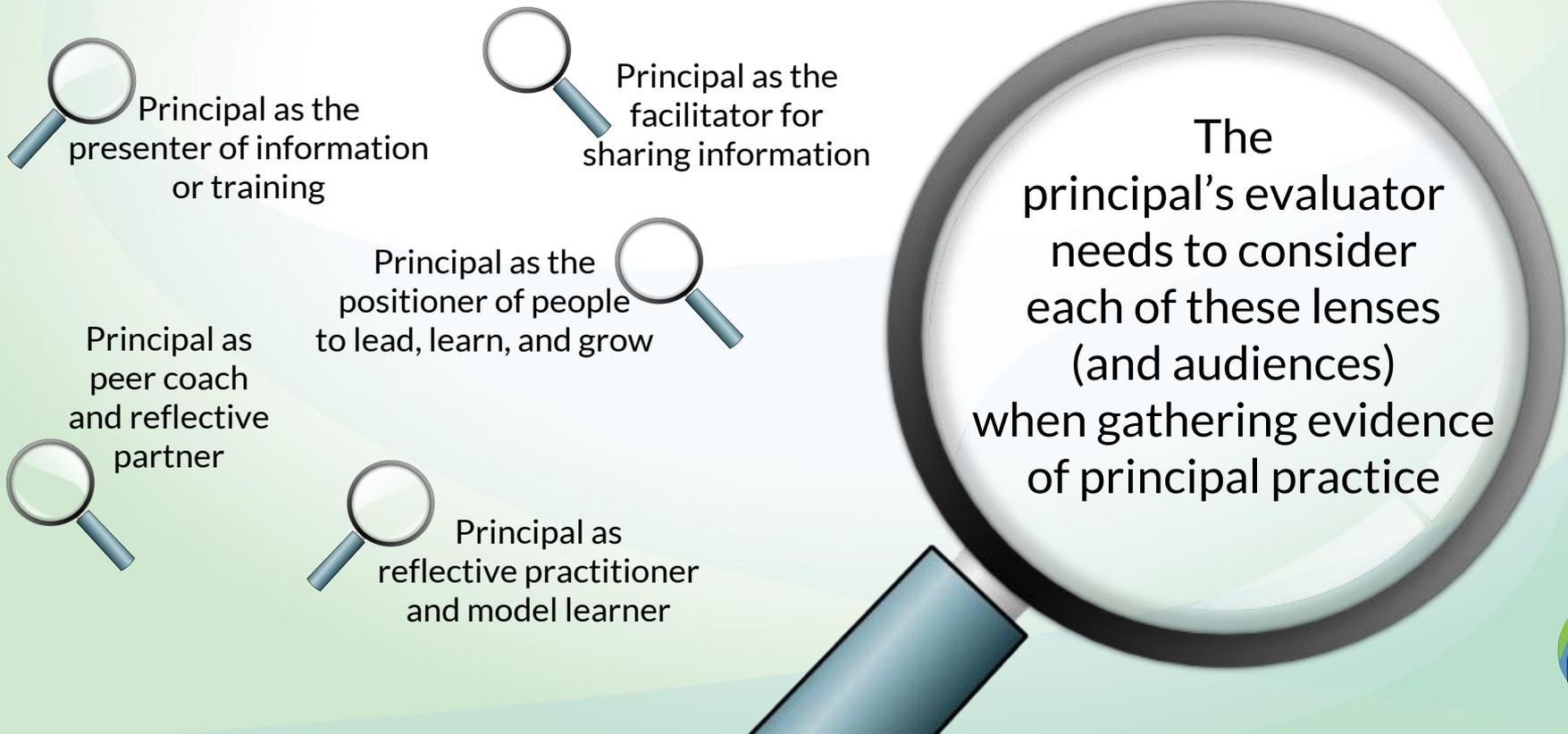
1.2.4, Schoolwide Use of Data



# The Principal as Lead Learner and Facilitator for Others' Learning

## Who benefits from a principal leading activities?

### Multiple stakeholders and audiences



# Principal's Role in Leading Professional Activities

Leading professional activities can benefit many different stakeholders, sometimes at the same time:

- Teachers and staff
- Personal or professional learning network
- School community
- Field of education
- Self

Consider audience and intended outcomes



# Domain 1: Effective Educators

Leading professional activities falls predominantly on components found in Domain 1: Effective Educators

- 1.1: Human Resource Leadership
- 1.2: Instructional Leadership



# Domain 1: Effective Educators

## **1.1: Human Resource Leadership**

Principals select, recruit, develop, and evaluate teacher staff with the competencies needed to carry out the school's Instructional improvement strategies.

Effective human resource leaders also develop and leverage teacher leadership talent and foster distributed leadership.



## 1.1.4, Professional Development and Learning

Hallmarks of being effective in this component:

- Consistently providing learning opportunities informed by current student, classroom, and school data reflecting cultural, linguistic and other learning needs.
- Creating productive and engaging learning opportunities that align with educator learning needs and school improvement priorities
- Encouraging educators to take responsibility for improving their performance over time.



## 1.1.5, Distributed Leadership

Hallmarks of being effective in this component:

- Purposefully leveraging staff for leadership opportunities based on their strengths, experiences, and demonstrated success
- Developing distributed leadership strategies that are aligned with school goals and engaging teachers with instructional or content leadership activities
- Assessing completion of delegated tasks and progress on related goals
- Providing formal and informal feedback, including mentoring or coaching, to emerging leaders that contributes to their success



# Domain 1: Effective Educators

## 1.2: Instructional Leadership

As effective instructional leaders, principals work with the school community to articulate a vision of improvement that is shared by all.

This vision is verified by classroom observations and feedback, collaborative work opportunities, and rigorous student learning objectives.

Effective principals focus on results by setting clear staff and student expectations, and facilitating the use of data for student growth.



## 1.2.1, Mission and Vision

Hallmarks of being effective in this component:

- Creating and communicating a clear instructional vision and mission for student college, career, and community readiness that is reflected in the school's improvement plan
- Implementing the school improvement plan with input from staff and some external stakeholders, using evidence-based strategies
- Periodically assessing the school improvement plan progress and results
- Updating vision and mission as needed based on relevance to research and school-based evidence
- Ensuring that the mission and vision are known and accepted by a majority of the students and staff



## 1.2.2, Student Achievement Focus

Hallmarks of being effective in this component:

- Setting expectations for student academics and behavior that are clearly reflected in daily instruction and the school improvement plan
- Leading and regularly monitoring a coherent standards-based curricular and instructional program to deliver rigorous academic content to all students
- Providing multi-tiered support systems (such as Response to Intervention) to analyze student needs and target resources for student success



## 1.2.3, Staff Collaboration

Hallmarks of being effective in this component:

- Establishing and supporting ongoing development of collaborative work groups
- Assessing collaboration to keep the focus on instruction as well as teacher and student learning
- Providing consistent, common planning periods
- Periodically participating with collaborative teams to identify solutions to difficult problems



## 1.2.4, Schoolwide Use of Data

Hallmarks of being effective in this component:

- Facilitating schoolwide continuous improvement using multiple sources of relevant school, staff, and/or student data
- Developing and monitoring appropriate school improvement strategies and adjusting as necessary
- Developing capacity of individual teachers and teams to engage in continuous improvement processes using multiple sources of relevant data to improve instruction, leadership practices, and student learning
- Overseeing development of strategic assessment frameworks to drive instruction and advance learning



## Discussion

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

1.1.4, Professional Development and Learning

1.1.5, Distributed Leadership

1.2.1, Mission and Vision

1.2.2, Student Achievement Focus

1.2.3, Staff Collaboration

1.2.4, Schoolwide Use of Data



# Part 2: Seeing the Components in Action

Watching a principal lead and facilitate professional development for a teaching staff

# Key Wisconsin Framework for Principal Leadership Components in this video:

1.1.4, Professional Development and Learning

1.1.5, Distributed Leadership

1.2.1, Mission and Vision

1.2.2, Student Achievement Focus

1.2.3, Staff Collaboration

1.2.4, Schoolwide Use of Data



Additional\* Wisconsin Framework for  
Principal Leadership Components  
found in this video:

1.2.1, Mission and Vision

1.2.5, Student Learning Objectives

2.2.4, Consensus Building

\* = Evidence of these components may be present, but is not the focus of this reflective activity.



## Context for the Video

This is a video from a middle school staff development meeting, during which 4 different teachers were asked to share instructional strategies that supported their SLOs to the rest of the staff.

Teachers in attendance were challenged to adapt at least one shared strategy to apply within their context/content area.

This was also an opportunity for the principal to engage several staff members in “push” goals, stretching their skills as presenters, facilitators, and leaders.



# View the Video

## Leading Professional Activities

(Note: Link will open a browser window to YouTube video)

[https://www.youtube.com/watch?v=ID\\_L12yYeBc](https://www.youtube.com/watch?v=ID_L12yYeBc)



# Video Review

Discuss how you could see examples of evidence of each of these components in the video:

1.1.4, Professional Development and Learning

1.1.5, Distributed Leadership

1.2.1, Mission and Vision

1.2.2, Student Achievement Focus

1.2.3, Staff Collaboration

1.2.4, Schoolwide Use of Data



# Part 3: Working with the Components in your context

# The Principal's Role in Leading Professional Activities

Thinking about the components identified in this module, first consider the professional activities that currently exist within your own building and/or district context for the evaluator to see the principal leading professional activities.

- 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?



# Participant Packet, Page 4

<b><i>Local opportunity to demonstrate instructional leadership</i></b>	<b><i>What kinds of artifacts might be generated that contain evidence of principal practices?</i></b>	<b><i>In what ways could this event be observed (and by whom) to identify evidence of principal practices?</i></b>
Ex. Collaborating on a building-level PD planning team	Ex. Notes showing how topics went from very broad based on building staff survey to being honed into a plan that is also aligned with district and building strategic plans...	Ex. Video of the principal or AP facilitating the team meeting in which teacher leaders are devising the schedule, topics, and themes for PD for the year...



# The Principal's Role in Leading Professional Activities

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

Discussion: Do any of these activities present a way for the principal evaluator (ex. Superintendent) to make their evaluation work both efficient and able to be discussed vertically and horizontally among peers?



# The Principal's Role in Instructional Leadership

Discussion: How might any of these opportunities demonstrate progress or accomplishment on building level initiatives or instructional priorities?

Discussion: How might these opportunities also be aligned to your district or strategic planning priorities?



For more information on the  
Principal Evaluation Process,  
please visit:

[dpi.wi.gov/ee](http://dpi.wi.gov/ee)

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