

Principal Evaluation Training

Module 6:

Communicating and Leading Change

*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:

2.1.1, Professionalism

2.1.2, Time Management and Priority Setting

2.1.4, Initiative and Persistence

2.2.2, Communication

2.2.3, Conflict Management and Resolution

2.2.4, Consensus Building



The 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

2.2: Intentional and Collaborative School Culture



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 students, staff, parents and the community.

Effective principals also maximize time focused on student learning, use feedback to improve school performance and student achievement, and demonstrate initiative and persistence to achieve school goals and improve performance.



2.1.1, Professionalism

Hallmarks of being effective in this component:

- Consistently modeling positive professional and ethical behavior.
- Expecting staff to display professional, ethical, and respectful behavior at all times, and taking swift action when inappropriate conduct or practice is reported or observed.
- Regularly and accurately reflecting on personal professional practice and pursuing professional growth activities.
- Consistently applying current educational research to practice and monitoring impact.
- Participating in activities that contribute to the profession.



2.1.2, Time Management and Priority Setting

Hallmarks of being effective in this component:

- Consistently focusing objectives and activities on school improvement priorities.
- Setting objectives, activities, and timelines to meet future needs.
- Assessing use of time to meet goals, priorities and deadlines
- Acting to protect instructional time by keeping teachers, students, and staff focused on student learning and free from external distractions.



2.1.4, Initiative and Persistence

Hallmarks of being effective in this component:

- Consistently applying initiative and persistence to achieving expected goals.
- Engaging diverse stakeholders at local community, district and state levels, to address school challenges or enhance current practices.
- Developing productive school-community partnerships.



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 and ensure that the school is inclusive, culturally responsive, and conducive to student learning.

Principals build positive relationships by effectively communicating, managing conflicts, and forging consensus for improvement.



2.2.3, Conflict Management and Resolution

Hallmarks of being effective in this component:

- Recognizing that conflict is inevitable, depersonalizing disagreement, and respecting varying points of view.
- Modeling fairness, self-control, and consistency when dealing with difficult situations, and cultivating these characteristics in others.
- Engaging staff, parents, students and others in meaningful discussions to address issues before they become challenging
- When significant philosophical differences exist, using appropriate venues to question district direction, but accepting and supporting decisions when final.



2.2.4, Consensus Building

Hallmarks of being effective in this component:

- Using varied strategies to work toward a consensus for improvement, including shared problem solving approaches.
- Using building leaders to assist in trying to reach consensus.
- Allowing dissenting views, but recognizing that full consensus may not always be possible and managing change processes to keep school moving on important priorities.



Discussion

In what ways do these six components, working together, focus an evaluator's attention on a principal's efforts to lead and communicate about change processes?

2.1.1, Professionalism

2.1.2, Time Management and Priority Setting

2.1.4, Initiative and Persistence

2.2.2, Communication

2.2.3, Conflict Management and Resolution

2.2.4, Consensus Building



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 Simulation:

2.1.1, Professionalism

2.1.2, Time Management and Priority Setting

2.1.4, Initiative and Persistence

2.2.2, Communication

2.2.3, Conflict Management and Resolution

2.2.4, Consensus Building



Simulation: Strategic Assessment

Follow the link below to begin a simulation designed to explore how you (individually, or as an administrative team) might manage leading change and communication in a specific scenario involving implementing a large scale district initiative in a building.

At the end of the simulation, you'll be able to reflect on how the decisions you made relate to the Wisconsin Framework for Principal Leadership components for this learning module.

https://media.dpi.wi.gov/ee/pe-6_communicating-change-effectively/story.html



Part 3: Working with the Components in your context

The Principal's Role in Leading and Communicating Change

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 communicate to different stakeholders.

- Students, Staff, Parents, Community Members, School Board
- What kind of communications might they be?
 - Regular and Planned Communications
 - Emergent, but not an emergency, Communications
 - Emergency Communications



The Principal's Role in Leading and Communicating Change

Thinking about your own building and/or district context for communicating:

- 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?



Leading and Communicating Change

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<i>Communication Opportunity</i>	<i>What kinds of artifacts might be generated that contain evidence of principal practices?</i>	<i>In what ways could this event be observed (and by whom) to identify evidence of principal practices?</i>
Regular, planned: How is the message sent?		
Emergent, but not Emergency: How is the message sent?		
Emergency: How is the message sent?		

How are you sharing communications regularly with your evaluator that could come into the evaluation process?



The Principal's Role in Leading and Communicating Change

Discussion: How do communications change in your context when they are part of a larger-scale change process?

Discussion: 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?



The Principal's Role in Leading and Communicating Change

From the information you have identified, consider a few common change or communication 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 Leading and Communicating Change

Discussion: What kinds of communications are controlled by the principal or AP that are directly aligned to a district strategic initiative? Which ones that are not currently aligned would be easy to align or important to align to the district's strategic plans?



The Principal's Role in Leading and Communicating Change

Discussion: How might any of these change or communication 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

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