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

Principal Evaluation Training Module 4:

Facilitating Decision-Making

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
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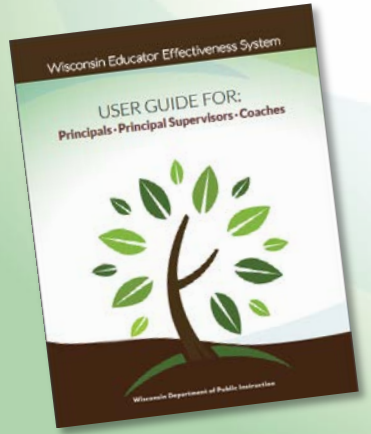
Introduction

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 2 domains and 3 sub-domains of the Wisconsin Framework for Principal Leadership (WFPL):

Domain 1: Developing Effective Educators

- **Sub-Domain 1.1** Human Resource Leadership
- **Sub-Domain 1.2** Instructional Leadership

Domain 2: Leadership Actions

- **Sub-Domain 2.2** Intentional and Collaborative School Culture

FOCUS: Components

The module explores 7 components related to the domains and sub-domains.

Domain 1: Developing Effective Educators

- **Sub-Domain 1.1** Human Resource Leadership
  - **1.1.1** Recruiting and Selecting
  - **1.1.2** Assignment of Teachers and Staff
  - **1.1.5** Distributed Leadership
- **Sub-Domain 1.2** Instructional Leadership
  - **1.2.3** Staff Collaboration

Domain 2: Leadership Actions

- **Sub-Domain 2.2** Intentional and Collaborative School Culture
  - **2.2.1** School Climate
  - **2.2.2** Communication
  - **2.2.3** Change Management and Shared Commitment

Additional Components

While this module does not directly focus on the WFPL components listed below, the module may contain connections.

- **1.2.1** Vision and Mission
- **2.3.1** Learning Environment Management
- **2.3.2** Financial Management
- **2.3.3** Policy Management

Principals as Facilitators of Decision-Making Processes

1. **Identify** the need for a decision-making process
2. **Facilitate** or conduct the decision-making process
3. **Communicate** the results and implementing decisions

The Principal's Role: **Identification**

As building leader, the principal must identify the need for decision-making processes.

- Conduct and use needs assessments (which can be decision-making processes in and of themselves)
- Prepare for both forward planning (strategic) processes and solving emergent issues
- Look for opportunities within decision-making to solicit input, involve others, and build capacity to accept decisions from the process

The Principal's Role: **Facilitation**

As building leader, the principal must also guarantee that a decision-making process is conducted and completed in a manner that is:

- Inclusive, transparent, timely, ethical, and equitable
- Aligned to address the identified needs
- Aligned to policy and practice expectations

The Principal's Role: **Concluding**

As building leader, the principal must guarantee that any decision made at the end of the decision-making process:

- Has strong, clear stakeholder support, even if consensus is not possible
- Is clearly communicated

Domain 1: Developing Effective Educators

1.1 Human Resource Leadership

- As effective human resource leaders, principals recruit, select, develop and evaluate teaching staff with the competencies needed to carry out the school's instructional improvement strategies.
- They also develop and leverage teacher leadership talent and foster distributed leadership.

1.1 Human Resource Leadership

1.1.1 Recruiting and Selecting

Proficient School Leadership for This Component:

- Within discretion provided by district policies, adapts hiring process to school needs and organizes school-based process to fill vacancies in timely and fair manner
- Consistently applies school's vision, mission and school improvement priorities to recruitment and selection decisions
- Consistently recruits for hard-to-staff or key positions, rather than relying only on district-referred candidates
- Involves teacher leaders in selection process for instructional staff as often as possible

1.1 Human Resource Leadership

1.1.2 Assignment of Teachers and Instructional Staff

Proficient School Leadership for This Component:

- Consistently assigns teachers and other instructional staff to positions based on qualifications and student academic needs, and to promote equity in access to effective instruction and support
- Identifies potential staff transitions and enacts plans to address them
- Ensures all new staff are oriented to school's goals, policies, and procedures, and receive social, emotional, and technical support from school leaders and peers

1.1 Human Resource Leadership

1.1.5 Distributed Leadership

Proficient School Leadership for This Component:

- Develops distributed leadership strategy that is aligned with school goals and school improvement plan and engages teachers with behavioral, curricular or instructional leadership activities
- Encourages staff members to take on formal or informal leadership roles based on their strengths, experiences, and demonstrated success
- Consistently provides supports to emerging leaders, including formal and informal feedback, mentoring or coaching

1.1 Human Resource Leadership

1.2.3 Staff Collaboration

Proficient School Leadership for This Component:

- Encourages and provides multiple opportunities for collaboration focused on planning, teaching and learning
- Consistently engages with collaborative teams to promote high expectations for professional work, ethical and equitable practice, and continuous improvement

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.

2.2 Intentional and Collaborative School Culture

2.2.1 School Climate

Proficient School Leadership for This Component:

- Establishes and maintains a positive school climate through relationships built on trust among students, families, staff, and community from diverse backgrounds
- Regularly evaluates school climate and takes steps to ensure that it is inclusive of different perspective

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

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?

- **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 and Shared Commitment

Activity

Create a graphic that shows the relationship between the components that support facility management and those that support facilitation of decision making:

- 1.2.1 Vision and Mission
- 2.3.1 Learning Environment Management
- 2.3.2 Financial Management
- 2.3.3 Policy Management
- 1.1.1 Recruiting and Selecting
- 1.1.2 Assignment of Teachers and 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 and Shared Commitment

Part II

Seeing the Components in Action

Includes VIDEO

Simulation

The icon at the bottom of this slide links to a simulation designed to explore the decision-making process within a simulated scenario.

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. Take notes using page 1 of your Participant Packet during the training.

Take notes on page 1 of your Participant Packet.

Discussion

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

- **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 and Shared Commitment

Part III:

Working with the Components in Your Context

Examining the Principal's Role

Thinking about the components identified in this module, first consider opportunities for facilitation of decision-making groups that currently exist within your own building and/or district context for the evaluator to observe.

Examples could include:

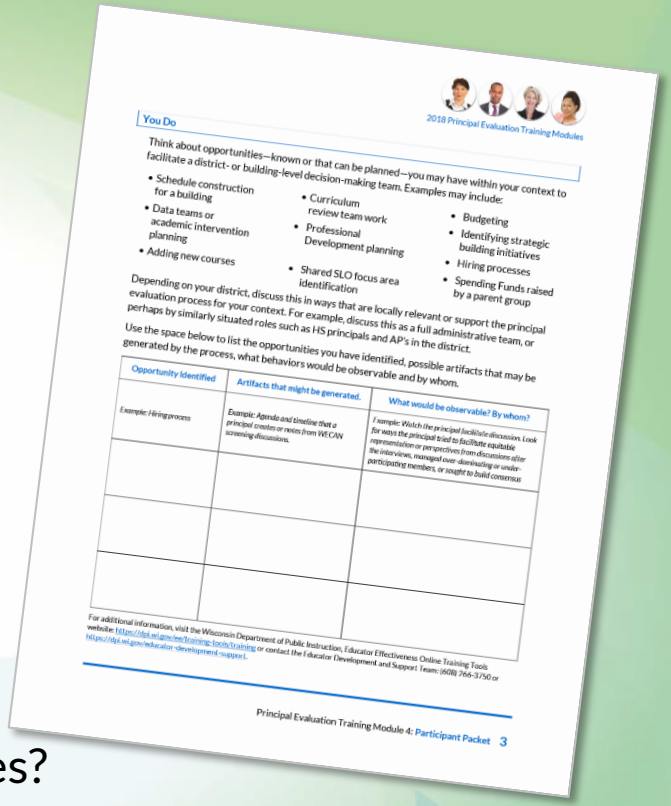
- Creating a building schedule
- Data teaming
- Adding new courses
- Budgeting
- Spending funds raised by a parent group
- Professional development planning

Local Context

Regarding the facilitation of decision-making groups within your own context:

- 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?

Record your responses on page 3 in your Participant Packet.



You Do

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Think about opportunities—known or that can be planned—you may have within your context to facilitate a district- or building-level decision-making team. Examples may include:

- Schedule construction for a building
- Data teams or academic intervention planning
- Adding new courses
- Curriculum review team work
- Professional Development planning
- Shared SLO focus area identification
- Budgeting
- Identifying strategic building initiatives
- Hiring processes
- Spending Funds raised by a parent group

Depending on your district, discuss this in ways that are locally relevant or support the principal evaluation process for your context. For example, discuss this as a full administrative team, or perhaps by similarly situated roles such as HS principals and AP's in the district.

Use the space below to list the opportunities you have identified, possible artifacts that may be generated by the process, what behaviors would be observable and by whom.

Opportunity Identified	Artifacts that might be generated.	What would be observable? By whom?
Example: Hiring process	*Example: Agenda and timeline that a principal creates or notes from WECAN screening discussions.*	*Example: Watch the principal facilitate discussion. Look for ways the principal tried to facilitate equitable representation or perspectives from discussions after the interviews, managed over-dominating or under-participating members, or sought to build consensus*

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) 266-3750 or https://dpi.wi.gov/educator-development-support.

Principal Evaluation Training Module 4: Participant Packet 3

Discussion

From the information you have identified, consider a few common 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 (among peers) and vertical conversations (with supervisors)?

Questions continue on the next slide

Discussion

Additional questions for discussion:

- How might any of these opportunities demonstrate progress or accomplishment on building-level initiatives or priorities?
- How might these opportunities also be aligned to your district or strategic planning priorities?

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