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

Principal Evaluation Training Module 2:

Leading Professional Activities

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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.

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.
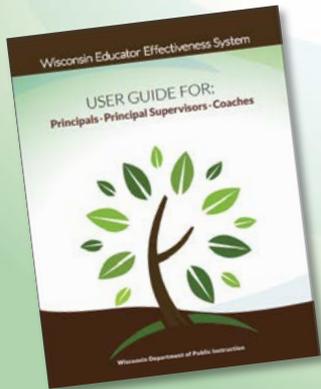
- The module activities require that participants have a copy of the WFPL on hand.

- 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

This module explores one domain and two related 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

FOCUS: Components

This module examines six WFPL components:

1.1 Human Resource Leadership

- **1.1.4** Leading Professional Learning
- **1.1.5** Distributed Leadership

1.2 Instructional 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

Principal as Lead Learner & Facilitator

The principal is the lead learner of the school, a role model, and a facilitator of other's learning.
Who benefits when a principal successfully leads? Multiple stakeholders and audiences!

The Principal's Roles:

- Presenter of information or training

- Facilitator for sharing information

- Positioner of people (to lead, learn, and grow)

- Peer coach and reflective partner

- Reflective practitioner and model learner
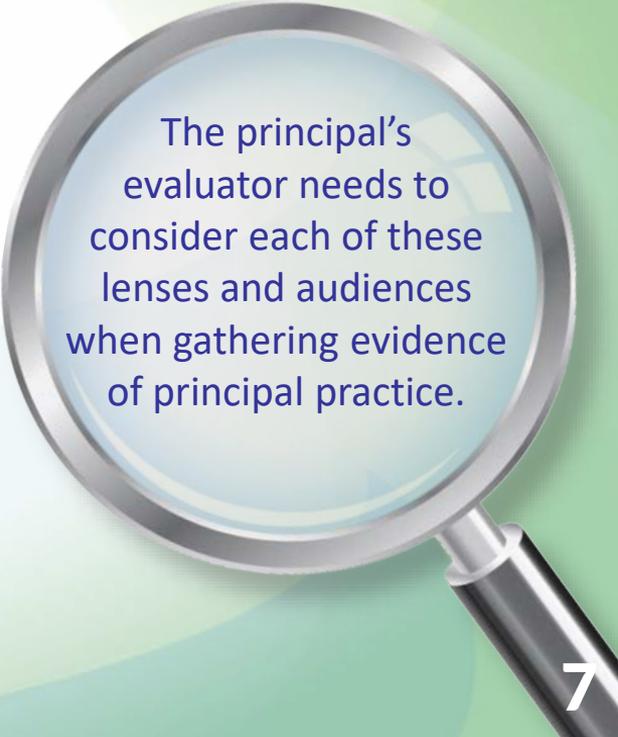
The principal's evaluator needs to consider each of these lenses and audiences when gathering evidence of principal practice.

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The Principal's Role

Principal leadership of professional activities can be a benefit for many different stakeholders, sometimes at the same time.

- Teachers and staff

- Personal or professional learning network

- School community

- Field of education

- Self
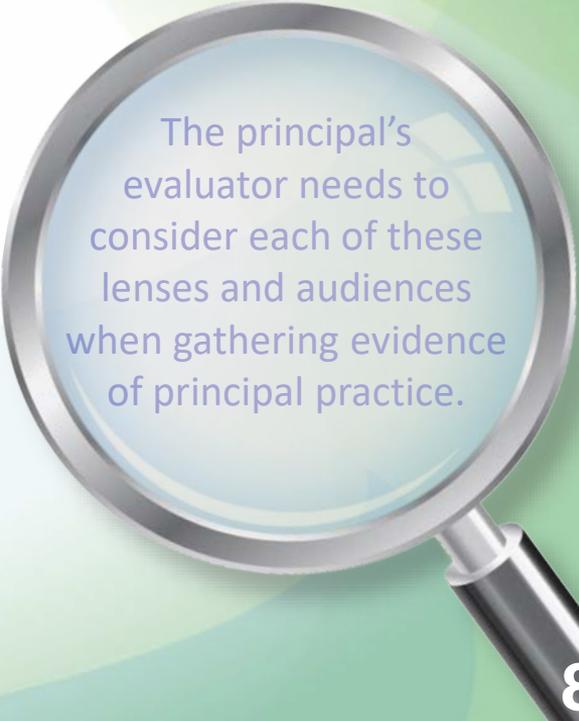
The principal's evaluator needs to consider each of these lenses and audiences when gathering evidence of principal practice.

Domain 1: Developing Effective Educators

1.1 Human Resource Leadership

- Principals recruit, select, develop, and evaluate teaching 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 Human Resource Leadership

1.1.4

Leading Professional Learning

Proficient school leadership for this component:

- Consistently provides staff learning opportunities that: are informed by current student, classroom, and school data; support use of high quality, standards-aligned instructional materials; and align with school improvement priorities.

- Creates ongoing set of learning opportunities addressing staff learning needs related to students' cultural, linguistic, and economic diversity.

- Consistently encourages teachers to set challenging Professional Practice Goal and share it with peers, and follows through by conducting or facilitating conversations that promote professional learning.

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1.1 Human Resource Leadership

1.1.5

Distributed Leadership

Proficient school leadership for this component

- Develops a 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.

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Domain 1: Developing Effective Educators

1.2 Instructional Leadership

- As effective instructional leaders, principals work with the school community to articulate a shared vision of improvement that serves as the focus of their work.

- This vision is evident in classroom observations and feedback, collaborative work opportunities, and rigorous Student Learning Objectives.

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

Domain 1: Developing Effective Learners

1.2 Instructional Leadership

1.2.1

Vision and Mission

Proficient school leadership for this component:

- Creates and communicates clear instructional vision and mission that is reflected in school improvement plan and responsive to student cultural, linguistic, and economic diversity.

- Involves all stakeholder groups in development of school improvement plan using evidence-based strategies, resulting in vision and mission that is widely shared with and understood by students and staff.

- Consistently assesses school improvement plan as part of ongoing progress monitoring practices.

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1.2 Instructional Leadership

1.2.2
Student Achievement Focus

Proficient school leadership for this component:

- Involves staff in setting consistently rigorous expectations for students' academic and behavioral performance.

- Consistently monitors fidelity and integrity of curricular and instructional programs through classroom observation and feedback, and continuous review of student data.

- Uses multiple measures to assess equity of all student groups' access to high-quality, standards-aligned instructional materials when developing school improvement plan and includes viable strategies to address identified inequities .

- Coaches teachers and staff in implementing universal instruction within multi- leveled systems of support.

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Domain 1: Developing Effective Learners

1.2 Instructional 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.

1.2 Instructional Leadership

1.2.4

Schoolwide Use of Data

Proficient school leadership for this component:

- Facilitates schoolwide efforts to analyze data for purposes of continuous improvement using multiple sources of relevant school, staff or student data.

- Consistently analyzes school data and the effectiveness of strategies to address equitable access and achievement gaps throughout the year.

- Leads efforts to develop and use strategic assessment framework (e.g., formative, interim, and summative) to drive instruction and advance learning.

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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.

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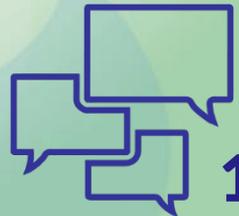
In what ways do these components, working together, focus an evaluator's attention on a principal's efforts leading professional activities?

- **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

Part II

Seeing the Components in Action

Includes
VIDEO

Video Activity

Turn to page 3 of your Participant Packet:

- We will watch a video, during which you will collect observable evidence on the WFPL components listed.

- After gathering evidence, you will use the reflective prompts on page 4 to discuss how you might provide feedback to the principal.

Note: while it is not one of the focus components of the current training module, evidence related to WFPL component 1.2.5 Student Learning Objectives (Teacher SLOs) may also be seen within the video.

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Video

The video, **_Leading Professional Activities_**, was filmed during a middle school staff development meeting:

- Four different teachers were asked to share instructional strategies that supported their SLOs.

- Teachers in attendance were challenged to adapt at least one of the shared strategies to their context/content area.

- The staff development meeting also provided an opportunity for the principal to encourage the staff who presented to stretch their skills as presenters, facilitators, and leaders.

Note: Video link will open a browser window: https://www.youtube.com/watch?v=ZNLILt2fS54

After watching the video, Review and discuss the available evidence for each of the following components:

- **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

Part III:

Working with the Components in Your Context

Activity | **Examining the Principal's Role**

With the components identified in this module in mind, think about the professional activities that provide opportunities for an evaluator to see a principal leading professional activities within your own building or district context.

Use page 5 in your Participant Packet to respond:

- 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?

Do any of these activities present a way for the work of a principal evaluator such as a Superintendent to be both efficient and meaningful?

- How might the activities facilitate horizontal conversations among peers) and vertical conversations with supervisors?

- How might any of these opportunities demonstrate progress or accomplishment on building level initiatives or instructional 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)