

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



Principal Evaluation Training Module 5:
Managing Challenging Conversations



WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION

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Introduction

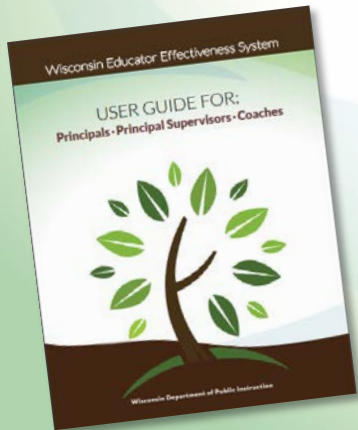
This Principal Evaluation Training Module is part of a series of six modules, designed to better familiarize principals, assistant or associate principals (APs), and evaluators of principals with the Wisconsin Framework for Principal Leadership (WFPL).

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

Domain 2: Leadership Actions

- Sub-Domain 2.1 Personal Behavior
- Sub-Domain 2.2 Intentional and Collaborative School Culture
- Sub-Domain 2.3 School Management





FOCUS: Components

The module explores 4 components related to the sub-domains.

Sub-domain 2.1: Personal Behavior

- **2.1.1** Professionalism

Sub-Domain 2.2 Intentional and Collaborative School Culture

- **2.2.1** School Climate
- **2.2.2** Communication

Sub-Domain 2.3 School Management

- **2.3.3** Policy Management



Principal as School Representative

As building leader, principals must:

- Balance competing interests when facilitating conversations
- Guarantee stakeholder access, involvement and engagement
- Facilitate resolution in conflicts, strive for consensus while guaranteeing equity and fairness

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 student, staff, parents and the community.
- Effective principals also maximize time focused on student learning, and use feedback to improve personal performance and student achievement.

Domain 2: Leadership Actions

2.1 Personal Behavior

2.1.1 Professionalism

Proficient School Leadership for This Component:

- Consistently models positive professional and ethical behavior, which contributes to respect, rapport, and trust within school
- Expects staff to display professional, ethical, and respectful behavior at all times and addresses inappropriate conduct or practice when reported or observed
- Regularly participates in activities that contribute to the profession
- Consistently demonstrates knowledge of, and engages in, culturally responsive practice

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 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.

Domain 2: Leadership Actions

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 perspectives

Domain 2: Leadership Actions

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

Domain 2: Leadership Actions

2.3 School Management

- Effective principals implement and maintain safety plans that ensure an inclusive and safe learning environment.
- Engaging staff in understanding and implementing policies, procedures, laws and regulations builds capacity and allows the principal time to focus on student learning.
- School leaders must efficiently manage limited financial resources for sound educational programming and engage with staff and community to maximize allocations and potentially leverage additional resources.

Domain 2: Leadership Actions

2.3 School Management

2.3.3 Policy Management

Proficient School Leadership for This Component:

- Consistently engages staff in understanding and implementing policies, procedures, laws and regulations and works to resolve violations
- Consistently maintains appropriate policy documentation
- Consistently participates with appropriate policy makers to influence policies that directly impact school and leadership practice

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 how a principal prepares for and manages difficult conversations?

- **2.1.1** Professionalism
- **2.2.1** School Climate
- **2.2.2** Communication
- **2.3.3** Policy Management





Part II

Seeing the Components in Action





Simulation

The icon at the bottom of this slide links to a simulation designed to explore the management of difficult conversations within a specific scenario involving student discipline.

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.





Discussion

In what ways do these components, working together, focus an evaluator's attention on a principal's efforts to manage challenging conversations?

- **2.1.1** Professionalism
- **2.2.1** School Climate
- **2.2.2** Communication
- **2.3.3** Policy Management



Part III:

Working with the Components in Your Context

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.

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Component 2.3.3 Policy Management
Evidence statements:

Evidence source: Artifact Observation Artifact

You Do

Think of events in your context that have both a high likelihood of occurrence, and high potential for turning into a situation that will involve a difficult conversation. Use the space below to identify at least two potential challenging conversations could occur in each category: student, staff, parent, and community. List artifacts that could potentially be generated through the process, behaviors or actions that would be observable during the process, and who would observe them.

Challenging Conversation	Possible Artifacts Generated	What would be observable and by whom?
1a. Student-centered		
1b. Student-centered		
2a. Staff-centered		
2b. Staff-centered		

2 Principal Evaluation Training Module 5: Participant Packet



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)?

Discussion continues on the next slide.





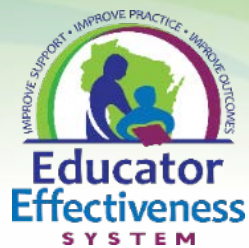
Discussion

Continued

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

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





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