

Wisconsin Educator Effectiveness System

USER GUIDE FOR:  
**Principals • Principal Supervisors • Coaches**



Wisconsin Department of Public Instruction



# **Wisconsin Educator Effectiveness System**

## **User Guide for Principals, Principal Supervisors, and Coaches**

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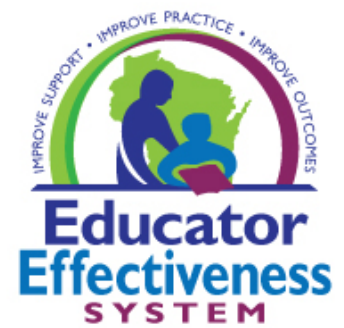
# Foreword

This Wisconsin Educator Effectiveness (EE) Principal User Guide reflects the combined efforts of Wisconsin (WI) educators, Cooperative Educational Support Agencies (CESAs), Wisconsin Education Association Council (WEAC), Association of Wisconsin School Administrators (AWSA), Wisconsin Association of School District Administrators (WASDA), Wisconsin Association of School Boards (WASB), the Department of Public Instruction (DPI) Educator Development and Support Team, and the Wisconsin Center for Education Research (WCER). Principals, principal supervisors, and principal peers/coaches can draw upon the following four sections of the user guide to plan and conduct learning-centered evaluations:

- The first section briefly describes the five principles of Wisconsin’s learning-centered EE approach.
- The second section provides an overview of the Wisconsin Framework for Principal Leadership (WFPL) and key evaluation process milestones.
- Section three illustrates how to leverage the evaluation process as a cycle of continuous improvement across the year.
- The last section summarizes how to use the end-of-cycle conversation to plan for the coming year and move learning forward.

The guide’s four main sections provide a foundational understanding of Wisconsin’s Educator Effectiveness (EE) System. Throughout the guide, readers can access additional, deeper learning opportunities in the appendices (referenced throughout) and short online modules, or “*quick mods*,” identified by visual cues.

Districts should augment this guide with additional local, regional, or state professional development and training opportunities in order to continuously improve the quality and efficacy of EE processes.







# Five Principles of Wisconsin's Learning-Centered EE Approach

1

Evaluation systems, implemented in isolation as an accountability or compliance exercise, will not improve educator practice or student outcomes. Leader and teacher evaluations have the greatest potential to improve practice when the following five conditions are in place:

1. A foundation of trust that encourages educators to take risks and learn from mistakes;
2. A common, research-based framework on effective practice;
3. Regular application of educator-developed goals based on data;
4. Cycles of continuous improvement guided by timely and specific feedback through ongoing collaboration; and
5. Integration of evaluation processes within school and district improvement strategies.<sup>1</sup>

Creating and maintaining these conditions helps move an evaluation system from a bureaucratic exercise to a learning-centered, continuous improvement process.

## Foundation of Trust

Conditions of trust are critical in a learning-centered evaluation approach. Effective leaders develop and maintain trust among educators, administrators, students and parents. In the evaluation context, creating conditions of trust first occurs during an orientation session, where principals and their evaluators discuss these items with transparency:

- the evaluation criteria, or what rubric the evaluator will use to evaluate the principal;
- the evaluation process, or how and when the evaluator will gather evidence and talk with principals about their practice;
- the use of evaluation results; and
- any remaining questions or concerns.

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<sup>1</sup> Research references for the 5 Principles and other aspects of the Wisconsin EE process are included in Appendix A.

The evaluator/peer plays a key role in building a foundation of trust. Supervisors/peers should encourage principals to stretch themselves in ways that foster professional growth. No one should settle for an expedient route using easily-achieved goals. Setting rigorous goals for their own practice and schoolwide student growth will result in greater learning for principals, the teachers in their buildings, and their students. The evaluator encourages this process by reinforcing that learning happens through struggles and mistakes, as well as successes, and that these instances will not be punitive, but rather opportunities for learning. Evaluators can cultivate a growth mindset through open conversations that help principals build on strengths and learn from mistakes.

### **A Common, Research-Based Framework**

Wisconsin modeled the Wisconsin Framework for Principal Leadership (WFPL) on the widely-used Framework for Teaching (FFT) by Charlotte Danielson. The WFPL includes a set of leadership standards and indicators derived from the literature on school leadership. Together, the domains, subdomains, and components outline the role of school principals and include a four-level rubric, which helps principals identify their typical current practice and map a path for continued reflection and growth.

### **Data-Driven, Educator-Developed Goals**

As active participants in their own evaluations, principals set performance goals based on analyses of school data, as well as assessments of their own practice using the WFPL. These goals address school achievement priorities (referred to as the School Learning Objectives) and self-identified needs for individual improvement (referred to as the Professional Practice Goals). The goals may have the most impact when they are connected and mutually reinforcing (e.g., “I will \_\_\_\_ so that students can \_\_\_\_”). Evaluators, principal peers, school staff, and even parents can provide information relevant to the goals and feedback to strengthen them.

### **Continuous Improvement Supported By Professional Conversations**

A learning-centered evaluation approach facilitates ongoing improvement through regularly repeated continuous improvement cycles. Improvement cycles represent intentional practice that involves goal-setting, collection of evidence related to goals, reflection, and revision. Some refer to this type of work as a Plan-Do-Study-Act, or Plan-Do-Check-Act process.

Each step in a continuous improvement cycle should seamlessly connect to the next step and be repeated as needed.

Professional conversations (i.e., coaching and timely feedback from trained evaluators/ coaches/peers) strengthen continuous improvement cycles. With effective training, evaluators/coaches/peers and principals can establish a shared understanding and common language regarding best practice, as well as ensure consistent and accurate use of the WFPL when selecting evidence, identifying levels of practice, and facilitating professional conversations to move practice forward.

## **Integration with District and School Priorities**

Self-identified goals based on rigorous data analyses help personalize the improvement process and create ownership of the results. The improvement process becomes strategic when it *also* aligns with identified school and district priorities. Many districts have intentionally restructured professional learning opportunities to build on the common conception of teaching and leading reflected in the WFPL and FfT. For example, Franklin Public School District built the Educator Effectiveness System into the district’s strategic plan (see *Examples*, Appendix B). Drawing on the clear connections between the principal and teacher evaluation processes and integrating the learning opportunities helps to strategically leverage the EE System.

Wisconsin designed the principal and teacher EE System to support principal, teacher, and school effectiveness by creating similar measures, structures, and improvement cycles. The WFPL includes leadership components and critical attributes<sup>2</sup> relating to how principals support effective teaching through school staffing strategies, professional development, teacher evaluation activities, and support of collaborative learning opportunities.

The Student/School Learning Objective (SLO) processes for teachers and leaders also mirror each other. Should they choose, teachers and leaders can align goals to district and school priorities and reinforce efforts to advance district and school achievement (see *Student and School Learning Objective Alignment* in Appendix B, Examples). The connections between the principal and teacher evaluation process are presented in Table 1, on the next page.

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<sup>2</sup> Frontline Education platform tools refer to critical attributes as “descriptors.” This user guide uses the term critical attributes throughout to be consistent with the teacher user guide.

Table 1: Similarities between WI EE Teacher and Principal Evaluation Processes

Teacher EE Process	Principal EE Process
Self-review based on teaching standards (FFT)	Self-review based on leader standards (WFPL)
<i>Student Learning Objective</i>	<i>School Learning Objective</i>
Professional Practice Goal	Professional Practice Goal
Evidence collection	Evidence collection
Observations	Observations
Professional Conversations	Professional Conversations
Goal review and assessment	Goal review and assessment

# Principal Evaluation Overview

2

## Overview of the Wisconsin Framework for Principal Leadership

Wisconsin developed the Wisconsin Framework for Principal Leadership (WFPL) to support and assess school leader practice within the learning-centered Educator Effectiveness (EE) System for principals and assistant/associate principals. To develop the WFPL, Wisconsin researched leadership effectiveness (see Appendix A) and then structured the layout to have a similar look and feel as the Danielson Framework for Teachers (FFT). The WFPL rubric organizes school leadership into two domains, five subdomains, and 19 components, each with multiple critical attributes. The two domains are Developing Effective Educators and Leadership Actions. The domains contain five subdomains with 19 components representing leadership competencies (See Table 2). Each of the 19 components includes a four-level rubric with critical attributes describing each of the levels of principal performance, characterized as unsatisfactory, developing/basic, proficient, and distinguished.

Table 2: Wisconsin Framework for Principal Leadership

Domain 1: Developing Effective Educators	Domain 2: Leadership Actions
<p><b>1.1 Human Resource Leadership</b></p> <ul style="list-style-type: none"> <li>1.1.1 Recruiting and Selecting</li> <li>1.1.2 Assignment of Teachers and Instructional Staff</li> <li>1.1.3 Performance Evaluation and Feedback</li> <li>1.1.4 Leading Professional Learning</li> <li>1.1.5 Distributed Leadership</li> </ul>	<p><b>2.1 Personal Behavior</b></p> <ul style="list-style-type: none"> <li>2.1.1 Professionalism</li> <li>2.1.2 Time Management and Priority Setting</li> <li>2.1.3 Personal Professional Learning</li> </ul>
<p><b>1.2 Instructional Leadership</b></p> <ul style="list-style-type: none"> <li>1.2.1 Vision and Mission</li> <li>1.2.2 Student Achievement Focus</li> <li>1.2.3 Staff Collaboration</li> <li>1.2.4 Schoolwide Use of Data</li> <li>1.2.5 Student Learning Objectives (Teacher SLOs)</li> </ul>	<p><b>2.2 Intentional and Collaborative School Culture</b></p> <ul style="list-style-type: none"> <li>2.2.1 School Climate</li> <li>2.2.2 Communication</li> <li>2.2.3 Change Management and Shared Commitment</li> </ul>
	<p><b>2.3 School Management</b></p> <ul style="list-style-type: none"> <li>2.3.1 Learning Environment Management</li> <li>2.3.2 Financial Management</li> <li>2.3.3 Policy Management</li> </ul>

## Domain 1: Developing Effective Educators

The Developing Effective Educators domain emphasizes a school leader's ability to build, sustain and empower effective teaching through the intersection of human resource leadership and instructional leadership. As human resource leaders, principals use strategies to hire, evaluate and support effective teachers. As instructional leaders, they establish and maintain a schoolwide vision of high quality and rigorous instruction for all students.

**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.

- 1.1.1 Recruiting and Selecting
- 1.1.2 Assignment of Teachers and Instructional Staff
- 1.1.3 Performance Evaluation and Feedback
- 1.1.4 Leading Professional Learning
- 1.1.5 Distributed Leadership

**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.

- 1.2.1 Vision and Mission
- 1.2.2 Student Achievement Focus
- 1.2.3 Staff Collaboration
- 1.2.4 Schoolwide Use of Data
- 1.2.5 Student Learning Objectives (Teacher SLOs)

## Domain 2: Leadership Actions

The Leadership Actions domain focuses on actions that set the stage for improved teaching and learning. Effective principals model professional and respectful personal behavior, facilitate a collaborative and mutually supportive working environment focused on the achievement of each learner, and manage resources and policies to maximize success on the school's instructional improvement priorities.

**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 and use feedback to improve personal performance and student achievement.

- 2.1.1 Professionalism
- 2.1.2 Time Management and Priority Setting
- 2.1.3 Personal Professional Learning

**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 foster 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.

- 2.2.1 School Climate
- 2.2.2 Communication
- 2.2.3 Change Management and Shared Commitment

**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.

- 2.3.1 Learning Environment Management
- 2.3.2 Financial Management
- 2.3.3 Policy Management

## Alignment of Teacher and Principal Evaluation Systems

Given that principals' primary influence on student learning occurs by creating working conditions that build and maintain effective teaching, the WFPL includes domains, sub-domains, and components that involve principals' roles as human resource, instructional, and cultural leaders. The content contained in both frameworks is mutually reinforcing, as presented in Table 3.

Table 3: Alignment within Teacher and Principal Framework Themes

Content Area Themes	Framework for Teaching	Wisconsin Framework for Principal Leadership
Environment	2a: Creating an environment of respect and rapport	2.2.1 School Climate 2.2.3 Change Management and Shared Commitment
Culture	2b: Establishing a culture for learning	2.2.1 School Climate 1.2.2 Student Achievement Focus
Communication	3a: Communicating with students 4c: Communicating with families	2.2.2 Communication
Use of Data	3d: Using assessment in instruction	1.2.4 Schoolwide Use of Data 1.2.5 Student Learning Objectives (Teacher SLOs)
Professional Growth	4d: Participating in a professional learning community 4e: Growing and developing professionally	1.1.4 Leading Professional Learning 2.1.3 Personal Professional Learning



Additionally, the Wisconsin Framework for Principal Leadership emphasizes a principal’s ability to support teachers’ professional growth through individual support, as well as a principal’s ability to create a collaborative and professional school climate that encourages teachers to take risks, develop, and continuously improve. Table 4, below, highlights examples from the WFPL that illustrate leadership support for effective teaching.

Table 4: School Leader Roles to Strengthen and Support Effective Teaching

Leadership Role	WFPL Component(s)
Recruiting and hiring effective teachers	1.1.1 Recruiting and Selecting
Assigning effective teachers	1.1.2 Assignment of Teachers and Instructional Staff
Supporting effective teaching	1.1.3 Performance Evaluation and Feedback 1.1.4 Leading Professional Learning
Developing teacher leaders	1.1.5 Distributed Leadership
Creating conditions for effective teacher collaboration	1.2.3 Staff Collaboration
Building teacher capacity to effectively use data	1.2.4 Schoolwide Use of Data
Strengthening teacher SLOs	1.2.5 Student Learning Objectives (Teacher SLOs)

**Levels of Performance**

Table 5, on the next page, illustrates the four levels of performance for each of the components of the two domains of the WFPL. Educators use the differentiated levels to identify professional practice related to each component. Identifying practice related to a specific level aids in goal development, progress monitoring, and provides a consistent structure for conversations between principals, peers, and evaluators. The full rubric is found in Appendix C.

While accurately identifying current levels of practice is necessary, it is not sufficient. Evaluators and coaches must also have the knowledge and skills to help principals use the rubric to create a strategic plan to move practice from its current level to the next level and beyond. Such knowledge and skills include: 1) a deep understanding of the WFPL at the critical attribute level; 2) the ability to plan strategically to move practice forward; 3) the ability to create a culture of trust, transparency, and growth; and 4) the ability to share this knowledge with an educator in a supportive, collaborative, strategic, and professional conversation. (For more information regarding effective professional conversations, see Appendix D.)

Figure 1: WFPL Levels of Performance

Unsatisfactory	Developing/Basic	Proficient	Distinguished
<p>Refers to principal practice that does not display basic understanding of concepts within the component(s). Such practice negatively impacts educator performance and school progress. Intensive intervention and support are needed.</p>	<p>Refers to principal practice that demonstrates some knowledge and skills to influence student and organizational learning, but the application is inconsistent (perhaps due to recent entry to administration or transition to new role). Guidance and support around necessary competencies are needed.</p>	<p>Refers to consistent and successful professional practice. With feedback and reflection, principals can build on strengths while striving for mastery.</p>	<p>Refers to professional practice that involves and empowers staff, students, and community in the learning process to create a highly successful school. Principals performing at this level are master administrators and leaders in the field, both inside and outside of their school.</p>

A list of suggested evidence sources to support rubric ratings is found in Appendix E.

# Overview of the Educator Effectiveness (EE) Process

Wisconsin designed its learning-centered Educator Effectiveness process as a cycle of continuous improvement.

## EE Cycles

A principal can complete a one-year, two-year, or three-year process, known as the principal's Educator Effectiveness (EE) Cycle. District administrators determine the length of a principal's EE Cycle (maximum of three years). However, principals who are new to a district and/or new to the profession must complete a one-year cycle, per PI 8.

The final year of an EE Cycle (or the only year, if a one-year cycle) is called a Summary Year, because the principals and their evaluator collaboratively summarize performance across all years. The one or two years prior to the Summary Year (depending on whether the EE Cycle is a two- or three-year cycle) are called Supporting Years. Supporting Years emphasize collaborative discussions with a peer or coach around performance planning and improvement. These discussions should include measures of practice based on the WFPL, as well as measures of student learning and the quality of the processes used to impact student learning based on the SLO Rubric (see Appendix F, SLO Resources). In Summary Years, such discussions occur formally with the principal's evaluator *and* informally with a peer or coach.

Lessons learned from an EE Cycle inform the planning and development for the principal's subsequent Cycle. Using data from all years within the EE Cycle, the principal and the evaluator/coach may identify trends in school data and principal practice data to identify and set high-level, long-term goals for the duration of the subsequent EE Cycle. These high-level goals will inform the development of annual goals within the annual improvement cycles. That is, progress towards annual goals should move progress towards the high-level Cycle goal. (*Note: The educator's EE Cycle goal(s) can change across the duration of the cycle if data suggests it should*).

EE Cycle goals also offer an opportunity to strategically align district and school goals to educator goals.

## Annual Improvement Cycles

Improvement cycles involve data-based goal-setting, implementation of *new* strategies to support achieving the goal, collection of evidence related to goals, reflection, and revision of strategies to continue moving forward (*and repeat*). Each step in a continuous improvement cycle should seamlessly connect to the next step and be repeated as needed. Some refer to this type of work as a Plan-Do-Study-Act process, or a PDSA cycle. (*Note: Some also refer to this as a Plan-Do-Check-Act process.*)

As illustrated in Figure 1 on the next page, each year of an EE Cycle follows an improvement, or PDSA, cycle, with beginning, middle, and end-of-year conferences as key milestones or formal check-ins with evaluators or coaches. These milestones help to keep the annual EE process on track.

However, the likelihood of success is slim if a principal and his/her evaluator or coach only attend to the goal three times a year. Therefore, the principal must employ rapid, mini-cycles between each formal check-in to gather evidence and receive real-time feedback to inform changes in practice, as well as to provide evidence to support the professional conversations with his/her evaluator or coach during the formal check-ins. Figure 1 illustrates how mini-cycles fit within and support an annual improvement cycle.

Figure 2: EE Milestones within Improvement Cycles



**AUG - OCT**

**Orientation Meeting:** Overview of the system measures and processes, identify who can provide support, discuss timelines and schedules.

**Self-Review:** Educator analyzes student, school, and personal data to determine areas of strength and those for improvement.

**Educator Effectiveness Plan (EEP):** Educator creates the EEP.

**Planning Session:** Review EEP, discuss and adjust goals if necessary, identify evidence sources, actions, and resources needed.

**NOV - APR**

**Evidence Collection & Ongoing Improvement:** Based on collected evidence & observations, reflection, and adjustment. This continues throughout the cycle.

**Mid-year Review:** Review PPG and SLO, adjust goals if necessary.

**MAY - JUN**

**Goals Outcomes:** Determine degree of success in achieving SLO and PPG based on evidence. Self-score SLO. Evaluator assigns a holistic SLO score in Summary Years.

**End-of-cycle Conversation and Conference:** Receive feedback on PPG and SLO achievement, discuss results on components of FFT and SLO results. Identify growth areas for upcoming year.

## Rapid or Mini-Improvement Cycles

Rapid, or mini-improvement, cycles follow the same PDSA process as longer cycles, but occur across a shorter period of time in order to provide immediate feedback to educators to inform changes to practice. During a cycle, the principal engages in an informal process of ongoing and collaborative data review, reflection, and adjustment with his/her leadership (as well as instructional) team(s) as part of sound professional practice.

Figure 2 illustrates multiple, mini-improvement cycles within one portion of the annual cycle, which inform next steps as the educator moves to the next portion of the annual cycle. At this point, the educator meets with his/her evaluator/coach for a formal check-in. The principal should be able to speak to the various strategies attempted and the success of each strategy, as well as how he/she regularly modified strategies based on what was learned to continuously move learning forward. *(Note: Many Wisconsin educators will recognize this process as their regular PLC or collaborative teaming structure. Districts and schools already implementing this structure successfully should not create a new/additional structure for EE. Instead, these educators should use their existing cycles to inform their EE process.)*

Figure 3: Mini-Improvement Cycles within an Annual Cycle



## Continuous Improvement

To summarize, an educator employs rapid mini-improvement cycles to move progress towards the annual goal (i.e., SLO); progress towards the annual goal(s) moves progress toward the cycle goal; and results within a cycle inform the goals for the next cycle (and repeat).

# The Educator Effectiveness Cycle of Continuous Improvement

# 3

## Getting Started: Orientation

Evaluators should provide new-to-district principals and/or principals entering a Summary Year with an Orientation. The Orientation allows principals and their evaluators to discuss these items transparently:

- the evaluation criteria, by agreeing upon how the components within the WFPL relate to the principal or assistant/associate principal's role and duties within the school and district context (Appendix G further discusses AP evaluation);
- the evaluation process, or the types of observations that enable the evaluator to see the principal "in action," as well as ongoing continuous improvement cycles informed by evidence of principal practice collected during observations;
- the use of evaluation results; and
- any remaining questions or concerns.

During the Orientation, evaluators identify school or district resources available to principals to answer questions about their evaluation process (e.g., user guides, district handbooks, district training, and other resources), as well as highlight key components of the evaluation process that support the principal in continuous improvement (e.g., ongoing and embedded structures for regular and collaborative data review, reflection, and action planning; mentors; and coaches).

The Orientation provides an opportunity for evaluators to build a foundation of trust. Administrators should encourage principals to take risks that foster professional growth. To support risk-taking, the evaluator should communicate that learning happens through struggles and mistakes. The evaluator can effectively communicate this by modeling his/her own continuous learning processes and how he/she has learned from mistakes. The principal is more apt to take risks when he/she knows mistakes will not be punished while engaging in this learning-centered evaluation process.

## **The Self-Review**

Completing a yearly self-review helps provide focus for the goal-setting processes in the Educator Effectiveness Plan (EEP). The self-review is required as part of a principal's Summary Year, and encouraged within Supporting Years of the EE Cycle. The principal's self-review is based on the WFPL, as this framework provides the critical attributes of effective professional practices, which can support strategic planning for improving practice.

Principals who analyze and reflect on their own practice understand their professional strengths as well as areas that need development. They combine analysis of data with reflection and collaboration to identify opportunities and challenges in the school. Reflection also allows the principal to consider how school needs can, and do, connect to the larger goals of the district or to longer term goals for student learning in the school.

A growth mindset is as important for the adults in the school as it is for the students, and applying goal-setting as part of a cycle of improvement can help align priorities and maximize impact.

## **The Educator Effectiveness Plan (EEP)**

Principals create an EEP annually. Principals develop the EEP at the beginning of the school year. The EEP contains two goals: 1) the School Learning Objective (SLO), which focuses on student academic learning, and 2) the Professional Practice Goal (PPG), which focuses on the job duties of principals, as outlined in the WFPL.

The principal develops both goals after self-reflection and analyses of past student learning and professional practice data (i.e., his/her own past performance and that of his/her staff). The principal should develop goals distinctive to his/her professional practice and relevant to school priorities. As with any continuous improvement or inquiry cycle, data analysis and goal development serve as the initial steps.



## Preparing to Write the School Learning Objective

Teachers play a determining role in the accomplishment of a principal's SLO. Therefore, principals should consider if, how, and when to involve staff in the goal-setting process.

One way principals can involve staff in their SLO development is to link the school improvement planning process to the principal's SLO process. This also serves to focus and align school goals, thereby reducing work. For example, principals could work with a school leadership team to review and analyze data, and identify a goal (or goals) for the School Improvement Plan (SIP). These goals typically address an area of overall greatest academic need and/or address achievement gaps with underserved student subgroups. The principal can further align the two goals (school improvement and SLO) by guiding the SIP goals to be written, assessed, and monitored using the basic SLO steps. By using one process to mirror another, the principal's SLO is essentially pulled from (or is the same as) the School Improvement Plan that is collaboratively created with staff.

Questions to ask when beginning to plan for your SLO:

- Am I willing and able to foster engagement and buy-in for my SLO by including staff in my own goal-setting process or by linking it to the School Improvement Plan?
- If so, who, how, and when?
- If not, how will I accomplish this SLO on my own?

## The School Learning Objective (SLO)

The SLO is one of two goals reflected in a principal's EEP. The SLO represents a continuous improvement process similar to other inquiry/improvement cycle processes (PLC, data teams, etc.). Principals write at least one SLO each year. The principal should view the SLO as a way to take small steps towards a larger improvement process. While the SLO does require an academic focus and a link to academic standards, it does not require a principal to produce academic proficiency for all students (or a subgroup of students) in one year. Rather, it asks principals to move student learning, in one identified area of essential learning, closer to that objective.

### *Professional Learning Communities and EE*

The SLO process mirrors practices already in place within PLCs, data teams, or similar processes. The ongoing SLO process of setting goals, monitoring process and adjusting practice in response to student data can be embedded within these existing structures, eliminating duplicative practices.

Within the SLO process, the principal works collaboratively with a team or peer, as well as the evaluator in the Summary Year, to:

- Determine an essential learning target for the year (or interval);
- Review student data to identify differentiated student starting points and growth targets associated with the learning target for the year;
- Review personal leadership practice data (i.e., self-reflection and feedback from prior years' learning-centered evaluations) to determine which areas may need improvement and support in order to meet his/her SLO;
- Support teachers to determine authentic and meaningful methods to assess students' progress towards the targets, as well as how to document resulting data;
- Review evidence of student learning and progress, as well as evidence of teachers' instructional practices and his/her own leadership practices;
- Reflect and determine if evidence of instructional and leadership practices point to strengths which support students' progress towards the targets, or practices which need improvement;
- Adjust accordingly; and
- Repeat regularly.

At the end of each year, the principal reflects on his/her students' progress and his/her own practice across the year using the SLO Rubric (see Appendix F). The principal draws upon this reflection to inform school and leadership goals for the coming year.

In the Summary Year, the principal's evaluator reviews all SLOs (as evidence of school progress) and the principal's continuous improvement practice across the EE Cycle using the SLO Rubric and provides feedback at the critical attribute level to inform areas of strength, as well as a strategic plan for improving any areas needing growth.

## Writing the School Learning Objective (SLO)

Creating a meaningful *and* achievable SLO is a challenging task. The SLO-writing process involves addressing the following key considerations:

- Rationale (or finding your focus)
- Learning content/grade level
- Student population
- Evidence sources
- Time interval
- Baseline data
- Targeted growth
- Leadership strategies and supports
- Implementation
- Monitor and adjust

Principals will find it helpful to reference the SLO Quality Indicator Checklist as they write and monitor the SLO throughout its interval (see Appendix F). Principals can also use this document to support collaborative conversations regarding the SLO across the interval.

### *Rationale*

In this part of the process, principals explain what they have chosen to focus their SLO on, and justify (through narrative and data displays) why they made this choice. The rationale begins with a review of prior school data and trends to gain a clear understanding of the need for improvement; this should include a comprehensive review of relevant assessment data (both state and local level) as well as other relevant sources of information of both a qualitative and quantitative nature. Data to build the rationale may include sources other than assessments; for a high school, for example, the focus of the SLO may be improving graduation rates (overall or for subgroups of students) or increasing the number/percentage of students who pursue postsecondary education. Principals might also consider writing an SLO around improving student engagement, as measured by attendance and/or student behavior (again, either for the school overall or for subgroups of students).

To support principals in identifying and developing school improvement plans and SLOs, DPI created [WISEdash](#) and [WISEExplore](#). WISEdash is a data portal that uses “dashboards,” or visual collections of graphs and tables, to provide multi-year education data about Wisconsin schools. WISEExplore is a data inquiry process, which directly mirrors the SLO process, used to analyze data in WISEdash. Principals can use the WISEExplore inquiry process with data in WISEdash to analyze school-level data, identify trends, and create a rationale for a proposed goal. In fact, principals can store the visuals and graphs they created in WISEdash using the WISEdash Data Inquiry Journal and download it as evidence to support their school improvement plan and their SLO. *(This functionality is becoming increasingly available at the classroom level. Principals can support teachers in their use of the same tools/processes.)*

Questions to ask when determining rationale:

- In addition to WI Summative Assessments, what other types of data (both qualitative and quantitative) are available?
- Taken together, what story does (or stories do) our data tell?
- What are our overall academic areas of strength? What appears to be working?
- Where are our overall academic areas of need? What might be causing this?
- Is there a grade level that appears to stand out from the rest in a given area?
- Are there particular subgroups that are performing better or worse than others? What are our equity issues?
- Where do I see trends over time or as patterns across assessments?
- How can we improve upon previous goals?
- What improvement strategies have we implemented?
- What successes have we seen or what barriers have we encountered?

### *Learning Content/Grade Level*

Principals link the focus of the SLO to the appropriate academic content standards and confirm that the focus (content) is taught or reinforced throughout the interval of the SLO. SLOs typically focus on high-level skills or processes rather than rote or discrete learning. When identifying a focus for the SLO, look for processes or skills that meet at least one of the following tests:

- **Endurance** – Knowledge or skill that is useful across a lifetime (e.g., reading, explanatory writing, problem-solving)
- **Leverage** – Knowledge or skill that will be of value in multiple disciplines (e.g., research process, reading and interpreting graphs, critical thinking)
- **Readiness (for the next level)** – Knowledge or skill that is necessary for the next grade or next level of instruction (e.g., concepts of print, balancing an equation).

*Source: Reeves (2002)*

### *Time Interval*

The length of the SLO, called the *interval*, must extend across the entire time that the learning focus of the SLO occurs. For most principals, the interval will span an entire school year (e.g., course completion rates, performance across a grade level interim assessment) or another length of time. A longer interval provides more time to apply, monitor, and adjust strategies that result in higher levels of student learning.

### *Student Population*

A thorough data analysis will almost always point to more than one potential area of focus for the SLO population. Ultimately, the principal has discretion in choosing the population of the SLO, as there is rarely one “right answer.” A principal should narrow the focus to a learning priority that his/her school can realistically achieve with support and persistence.



*The SLO requires the principal to identify a population of students for focused improvement. Identifying a particular grade level or subgroup for the SLO does not mean that a principal 'cares less' about some students or groups of students than others. The principal purposefully identifies the population through consideration of the school's learning data. It goes without saying that the principal will facilitate the academic growth of all the students in the school!*

Consider the following example:

A principal discovers that data from the 9<sup>th</sup>/10<sup>th</sup> grade Aspire and 11<sup>th</sup> grade ACT tests reveal an academic need related to writing. He/she could focus his/her SLO on any of the following:

- A very large, wide-open option is to include all students in the school as the SLO population.
- Another option might be to narrow the population to 9th grade students.
- A third option is to further analyze the data to reveal gaps between subgroups and set narrower goals related to those findings.

A principal's ability to set and achieve goals for improved levels of student learning closely aligns to the evolving role of instructional leadership, and principals will find themselves with varying degrees of readiness to engage in this process. Those newer to the work may find it helpful to have a narrower population in the SLO. Those ready for a greater challenge can include larger populations by writing tiered SLOs that identify multiple groups within the larger population and assign differing starting points and growth expectations to each group.

A team, peer, or evaluator should advise a principal struggling with writing an SLO to get started, reflect on what is working and what is not, and adjust accordingly. Principals' SLOs and the associated processes will improve with practice. The main thing to remember is that identified learning goals, student population and learning targets must be supported with data.

Questions to ask when identifying the student population:

- Do the data point to a particular group or groups of students that I should identify as the population for this SLO (a group that is further behind or that has chronic gaps)?
- If this group is very large, how might I write a tiered SLO that will help me to break it down into smaller parts?
- If this group is very large, is there a way to narrow the population contained in this SLO to make it more manageable?
- If the group is very small, is there compelling reason to focus the SLO on such a small group of students (and might this be a better goal for the SLOs of an individual teacher or group of teachers?)

### *Evidence Sources*

Most principals identify evidence sources as the most difficult portion of the SLO process. Principals utilize comprehensive data analyses at three strategic points within the SLO interval (typically beginning/middle/end) to measure student growth. To determine the focus of the SLO, there should be a compelling data set that points to student academic needs.

There is no DPI requirement for what data is required in the analysis that leads to a principal's SLO goal and/or related strategies. Data may come from vendor-created, standardized tests that are already administered within the district. While standardized tests (generally) will have higher technical quality and greater comparability, a principal (or district administrator if the decision is a district-wide policy) must carefully weigh how closely the assessment measures the focus of the SLO. Local, common assessments can be used as a data source within the analysis, and these assessments have the advantage of being created specifically to test the content and/or skills being taught (the focus of the SLO), making them better able to identify and inform areas for instructional adjustment. While the focus of the SLO is academic, attendance, discipline, Response to Intervention (RtI), and Individualized Education Plans (IEP) data might reveal patterns within subgroups of students and lead to more specific strategies within the SLO.

#### Questions to ask when thinking about evidence sources:

- Is there an assessment currently being used to measure a given focus area?
- If not, can an assessment be created to measure it?
- For every potential assessment: Is it...
  - Valid: How well does it measure the learning targets?
  - Reliable: Can this assessment provide accurate results regarding students' understanding of the targets? Is there a process to ensure that students performing at similar levels receive similar scores, regardless of who scores the assessment (e.g., common rubrics, training)?
- What other, formative measures are available to monitor student learning and the impact of strategies without waiting for the middle or end of the interval?
- How do I build in time to collaborate with data teams, teacher teams, and others to analyze data and adjust strategies?

### *Baseline Evidence*

Near the beginning of the interval, the principal analyzes school-level data sources to determine academic needs within a student population. SLO evidence does not have to come from standardized assessments.

Principals are encouraged to consider formative data that is collected throughout the cycle as the means for SLO evidence.

### *Target Growth*

Principals use the baseline data to set an end goal, called the *target*, for student learning. The end goal is the acquisition of specific knowledge and/or skills, not scores, grades, or levels from an assessment (e.g., improving literacy skills versus improving MAP Reading scores). However, the growth must be measured. The target identifies the amount of growth relative to specific knowledge and/or skills expected of students as measured using an identified assessment.

#### Questions to ask when determining the target:

- How much growth towards the learning target has this population of students made in the past?
- Does the growth target I have set push me a little outside of my comfort zone and stretch all learners (i.e., me, my staff, and the students)?
- Have I set thoughtful growth targets for each group with different starting points if I am writing a tiered SLO?

### *SLO Goal Statement (SMART Criteria)*

The focus of the SLO must be rooted in student academic learning and be constructed using the SMART goal approach. A SMART goal is simply a type of goal statement written to include the following, specific components:

**Specific** - Identify the focus of the goal; leave no doubt about who or what is being measured (e.g., all 2<sup>nd</sup> grade students reading at grade level, 10<sup>th</sup> grade special education students gaining proficiency with argumentative writing).



**Measurable** - Identify the Evidence Source (the one being used at the beginning, middle, and end of the interval to establish the baseline and measure growth). It is **not** advisable to have two assessments listed in the goal statement (e.g., reading at grade level as measured by A and B). This makes it more complicated to identify the growth made and whether the goal was attained. Keep it simple.

**Attainable** - Determining whether a goal is attainable requires reflection/judgment. Does the goal seem achievable, but still represent a stretch? This speaks to the rigor of the process.

**Results-based** - The goal statement should include the baseline and target for all students/groups covered by the SLO. This may be included as a table or even in an attachment that *clearly* spells out the starting point and expected ending point for each student or group of students.

**Time-bound** - The goal is bound with a clear begin and end time. For the SLO, restate the interval (e.g., September 2018 – May 2019).

Those new to SMART goal writing may find it helpful to underline each component in the goal to ensure all parts are included.

#### *Leadership Strategies*

The strategies portion of the SLO is key to its success. This section of the SLO provides the plan of action the leader will use to meet the goal. Strategies and related supports reflect the **new** actions that will ultimately result in higher levels of learning (growth) for students. This calls upon the principal to be thoughtful and develop a plan that will improve leading and teaching, and thus, learning. This parallels the action plan section of a school improvement plan. It is important to understand that improved student learning will not occur if educators (e.g., the principal and teachers) are not also learning (e.g., leadership and instructional strategies and skills). Simply identifying new strategies without supporting educators' ability to learn how to effectively use the strategies will not result in student growth.

As Tim Kanold (2011) notes, "It's not *just* about the students. In fact, it's really about student learning and growth *and* adult learning and growth, intricately woven together forever" (p.133).

Questions to ask when determining strategies:

- What are we doing or not doing that is leading students to the current data reality?
- How might leadership, structures, curriculum/instruction/assessment, culture, parents, staff, and policies be contributing to our results?
- What evidence do I have to support my answers to the questions above?
- Who can help me identify the action steps that will move us forward?
- What leadership actions will move student learning forward? What should we do? What should we stop doing?
- What authentic and appropriate leadership actions will move student learning forward?
- What kind of learning (i.e., content and delivery) do I need?
- What kind of learning (i.e., content and delivery) do the teachers of the target population need?
- How will I communicate, collaborate, and engage my staff to guarantee buy-in to the goal and the plan?

It is critical to identify a few, key strategies that will lead to better results. Too many strategies are guaranteed to be lost in the day-to-day business of a school. Too few or the wrong strategies will not have any impact at all.

Strategies that fit one classroom context may not work well in another. Educators must remember that even the most carefully thought out and crafted strategies may need to be adjusted (or discarded) as the year goes on as part of continuous improvement.

## SLO Implementation

The principal's engagement with the SLO process (i.e., ongoing monitoring of student progress and adjusting of strategies), makes the SLO different from other goals. Even the most thoughtful, well written SLO will result in well-intended fiction if the principal does not implement the identified strategies. Some strategies are straight-forward; others are more complicated and will require multiple steps. In addition, the culture of the school will impact how easily educators can implement any given strategy. Teachers and school leadership teams can help to not only craft the School Learning Objective, but also to develop plans for implementation within the school's context.

## Professional Practice Goal (PPG)

The PPG is the second of two goals reflected in a principal's EEP. Principals typically develop PPGs around an area of leadership improvement identified during the principal's self-review. When developing a PPG, a principal will develop a year-long goal and related plan for student achievement that includes activities and needed resources. Some principals link the professional learning in the PPG to the change they are attempting to bring about within their SLO.

Questions to ask when developing a PPG:

- What are my strengths/challenges as a building leader?
- How is my practice reflected in the WFPL rubric?
- What am I interested in learning/doing/improving?
- Does it make sense for me to connect my PPG to my SLO?
- Where can I build in meaningful networking and collaboration with colleagues?

Once the two goals in the EEP are developed, the principal shares it with a peer (in Supporting Years) and/or an evaluator (in the Summary Year). The next section discusses the processes and conversations that support the EEP.



## Planning Session and Ongoing Conversations

### **Professional Conversations Surrounding the SLO and PPG**

Wisconsin's evaluation process provides multiple opportunities for collaborative, professional conversations. Principals meet with their evaluators formally in the beginning, middle, and end of the year, but these conversations should continue informally throughout the year with peers and leadership team members.

The Planning Session serves as the first formal check-in that allows for conversations around goal development and goal planning. At the Planning Session, principals receive support, encouragement, and feedback regarding their SLO and PPG goals and related processes. Collaborative conversations, such as those that happen as part of the Planning Session, encourage reflection and promote a professional growth culture.

Principals prepare for these collaborative conversations by sharing their PPG and SLO with their peer or evaluator. When preparing for a Planning (or Peer Review) Session, principals reflect on all the questions they addressed as they developed their goals and identify where they need support.

Evaluators or peers prepare for these collaborative conversations by reviewing the PPG and SLO in advance to develop feedback related to each goal, and identify questions that will foster a collaborative conversation and reflection. Peers or evaluators can foster such conversations using a coaching protocol that has three key elements: (1) validate, (2) clarify, and (3) stretch and apply.

**Validate** - What are the strengths of the SLO or PPG? What makes sense? What can be acknowledged?

**Clarify** - This involves either paraphrasing (to show that the message is understood and check for understanding) or asking questions (to gather information, clarify reasoning, or eliminate confusion).

**Stretch and Apply** - Raise questions or pose statements to foster thinking, push on beliefs and stretch goals and/or practices.

A coaching protocol (see Appendix D, Professional Conversations) can be used to structure Session conversations. For example:

**Validate** - “I see you have done a thorough analysis of your school’s data. You clearly have dug into the Wisconsin Framework for Principal Leadership and have been thinking about...”

**Clarify** - “So you decided to focus your PPG around Schoolwide Use of Data because you realized that even though you have created and shared goals around literacy in the past, you really hadn’t thought much about what it was that teachers would be doing differently in their classrooms. Right now, you are feeling unsure about the Strategies section of your SLO and want to figure out ways to get teachers involved in using data to support literacy?”

**Stretch and Apply** - “How could you use the same process we have used to analyze and reflect upon data as a model for your teachers’ use of data? How does this goal respond to the equity gaps presented in your data?”

During the Planning Session, the evaluator and principal discuss and agree upon evidence sources for both the SLO and PPG goals. In the Summary Year, the evaluator and principal discuss and plan for possible observation opportunities and artifact collection that will provide adequate evidence for the areas of leadership practice included in the Summary Year evaluation.

## Reflection and Refinement

Following the Planning Sessions, principals reflect further on their goals, make any refinements to the EEP as needed, and then begin to implement their strategies. The principal will revisit the goals reflected in the EEP over the course of the year as part of the Educator Effectiveness annual cycle of improvement.



*While DPI provides forms to support collaborative EE conversation, their use is not required. Districts can use any coaching protocol to support discussions, and any method to document evidence from the discussions that best meets their needs.*

## The Educator Effectiveness Cycle of Improvement Evidence

Both the evaluator and principal collect evidence of practice and student growth throughout the year. Principals and their evaluator or peer should have discussed, agreed upon, and planned for evidence collection at the Planning Session. For more related to evidence sources, see Appendix E.

### Artifacts

Artifacts contain evidence of certain aspects of professional practice that may not be readily visible through an observation. The evidence identified in artifacts demonstrates levels of professional practice related to the components of the WFPL. Evaluators and principals will use evidence from individual artifacts to inform goal monitoring and feedback, as well as discussions about levels of performance for related WFPL components. Table 6, below, provides example evidence sources and indicators related to a WFPL component.

Table 5: Example Evidence Sources for 1.1.4 - Leading Professional Learnings

Evidence	Look-fors
<ul style="list-style-type: none"> <li>• Schoolwide professional development plan</li> <li>• Observations of staff/faculty professional development meeting</li> <li>• School budget for professional development resources</li> <li>• Agendas and attendance for professional development offerings</li> <li>• Staff surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development relates to key school improvement strategies in SIP</li> <li>• Time and resources are allocated for professional development</li> <li>• Embedded professional development (opportunities for staff to engage in learning activities during school day)</li> <li>• Principal involvement/engagement in professional development activities</li> <li>• Staff perceptions that professional learning meets their needs</li> </ul>

## SLO Evidence

It is critical that principals work with teachers and data teams to collect data related to the SLO continually through the formative methods identified within the SLO. At the midpoint in the SLO timeframe, teachers administer their identified, interim assessments. The principal reassesses the new data. Principals must have adequate time to analyze and reflect on the ongoing data results and identify ways to appropriately adjust leadership strategies. The principal should identify regular times to meet with teacher teams to discuss data as it relates to the implementation of his/her SLO and devise a way to ensure that the SLO is maintained as an organic, living document across the year by monitoring student progress and revising leadership strategies as needed.

## School Visits: Observations of Leadership

School visits provide an opportunity for the evaluator to see and collect leadership evidence through observation. These shared experiences between an educator and evaluator are the most direct method of obtaining evidence of leadership practice.

Observations allow principal evaluators to see principals in action: leading activities, monitoring and providing feedback on educator performance, collaboratively analyzing data, resolving conflicts, building consensus, or modifying and developing school improvement plans. Evaluators can observe school leadership in many different contexts. Further, time parameters around observable events are generally not fixed, but each context provides useful information about school leadership.

Skilled evaluators understand that conducting high-quality observations requires ongoing training and calibration so that principals receive accurate growth-oriented feedback. The training also ensures that the evidence collected from the observation accurately assesses leadership performance.

During a Summary Year, observations include one announced school visit with both pre-observation planning and post-observation discussion. Additionally, two announced or unannounced sampling visits take place, which include feedback to the principal. Observations are a primary focus for announced school and sampling school visits. Evaluators may also conduct additional observations across all years.



*“Data” refers to any facts gathered for reference or analysis. This refers to any evidence of student learning and growth in any format, as long as it is accurate, appropriate, and authentic. There are no system requirements for “data” to be numbers or scores from standardized assessments or traditional “tests.”*

### *Announced School Visits*

Observers must schedule the announced school visit to see the leader in action. The length of time is not prescribed, but the visit should last long enough to adequately assess leadership on relevant components and to provide detailed feedback. For example, the evaluator may want to observe the principal leading a learning team meeting or data preview meeting for the entire length of the meeting.

Examples of Announced School Visits observations could include:

- Leader facilitating a team, department or content group meeting
- Leader conducting staff professional development
- Leader presenting to the school board, a parent group, or other stakeholder group
- Leader generating input on school improvement priorities
- Leader providing feedback to a teacher after an observation and/or conducting the Post-Observation conference with a teacher

### *Sampling visits*

Evaluators conduct two sampling visits (shorter observations) during a Summary Year. The shorter observations provide opportunities to see the leader during daily leadership practice and can yield additional detail for feedback and assessment of leadership. Sampling visits do not always focus on seeing the principal as the lead person carrying out an activity. The leader may be participating in a meeting led by another staff member or observing a grade-level discussion. Even though they are short in duration, these opportunities allow evaluators to ask the leader about the observed events/activities, how the principal will use information gleaned from the event/activity to provide feedback to teachers, and how the information (i.e., the event/activity, as well as related feedback to teachers) relates to school improvement priorities.

Following are examples for sampling visit observations:

- Leader monitoring hallways, transportation areas, or other public areas during transition times
- Leader carrying out game or event management
- Leader managing a student discipline issue in the moment
- Leader resolving a staff disagreement
- Leader conducting formative learning walks

For considerations and tips related to school and sampling visits, see Observations and Artifacts, Appendix E.



## Leveraging Observations and Evidence

High-leverage evidence sets include multiple related sources of evidence (a combination of both artifacts and observations) that tell a story about a leader's professional practice.

High leverage evidence sets have the following characteristics: a) span multiple components; b) focus on district or school improvement priorities; and c) demonstrate a normal and authentic part of leadership work.

Evaluators and principals draw the most valuable (e.g., meaningful, comprehensive, and efficient) evidence from high-leverage evidence sets. For example, a high leverage evidence set may include:

- school improvement plan or priority document;
- observation of community and/or staff engagement meetings related to plan development;
- agenda and notes from leadership meeting related to action plan;
- evidence of plan progress, changes, and results; and/or
- principal reflections on progress toward these pieces, as well as thoughts on next steps.

In this example, the principal has collected a high-leverage evidence set which simultaneously provides evidence of his/her school improvement plan, EEP (SLO Rubric and Quality Indicator Checklist, Appendix F), and professional practice (Wisconsin Framework for Principal Leadership, Appendix C).

## Mid-Year Review and Ongoing Conversations

Professional conversations continue regularly throughout the EE process through both formal and informal conversations around student data and related practices. The Mid-Year Review is one of three formal check-ins built into the Wisconsin learning-centered process during which professional conversations occur. At the Mid-Year Review, principals converse with their evaluator and/or peer about evidence collected and observed, as well as resulting reflections and strategy adjustments to date.

Principals prepare for the Mid-Year Review by reviewing progress towards goals (i.e., SLO and PPG) based on evidence collected, assessing leadership strategies used to date, and identifying any adjustments to the goal and/or strategies used, if necessary.



Questions to ask when preparing for the Mid-Year Review:

- What does the evidence I have collected tell me about the progress of my goals?
- Am I on track to achieve my goals?
- If not, have I implemented the strategies I outlined in my original plan?
- Do I need to adjust or replace my strategy so that I can achieve my goals?
- What evidence can help identify which strategies need adjustment?
- What support do I need to achieve my goals?

Peers and evaluators prepare for the Mid-Year Review by reviewing the principal's progress towards goals, including evidence collected and strategies used to date, as well as developing formative feedback questions related to the goals. Evaluators or peers can use a coaching protocol to structure middle-of-the year conversations. For example:

**Validate** - "The log you are keeping to document your monthly meetings with the teachers appears to help you keep track of those times, dates, and conversations."

**Clarify** - "What are some ways you have incorporated what you are learning from those meetings with teachers into school goals?"

**Stretch and Apply** - "During your leadership team PLC, have you discussed with the other elementary principal how she involves the teachers in her building in setting goals? How can you apply the same PLC process your teachers use in their teams within your own leadership PLC to monitor school goals, identify leadership strategies, and adjust practice based on ongoing data conversations?"

During the Mid-Year Review, principals and their peer or evaluator also collaboratively review collected evidence to inform their learning-focused conversation around the components of the WFPL and the SLO rubric.

## Mid-Year Professional Conversations that Support Professional Practice

Principals and evaluators base conversations about professional practice on collected evidence from observations and artifacts, aligned to the WFPL. Professional conversations grounded in the WFPL, an agreed upon and shared vision of professional practice, increase the possibility for authentic and meaningful professional growth. For example, when a principal and evaluator reflect on collected evidence, review the WFPL together, and agree upon the level of performance, they collaboratively identify strategies for moving practice to the next level. Critical attributes in the WFPL provide direction for improving practice.

### *Feedback based on the WFPL*

Effective feedback related to practice is actionable feedback. Actionable feedback provides a clear idea of how to put a strategy into immediate use (Archer et al., 2016). Additionally, feedback must be ongoing, timely, and relevant. Evaluators and peers have found it helpful during conversations with educators to frame feedback around specific critical attributes. Focusing feedback at the critical attribute level contributes to more constructive dialogue because it is specific and can be linked directly to higher levels of practice, providing a foundation and roadmap for growth. The principal can utilize the specific information to identify strengths to leverage across other components. Additionally, the principal can define current practices needing growth, compare the practices within the current level to the desired level, and then make a specific plan to improve to the desired level.

#### Example:

Providing general feedback at the domain or subdomain level (i.e., “you should focus more on your hiring to get effective educators”) is probably less helpful than feedback specific to performance competencies at the critical attribute level (e.g., “I noticed that your hiring process does not include teachers. How are you obtaining input from your current staff on the qualities and dispositions you are seeking in new hires?”).

To assist districts with principal professional development related to the components of the WFPL, DPI offers a series of [Principal Evaluation Training modules](#). For an example of how one district uses these modules as the basis for principal professional development, see Examples, Appendix B.

### *Conversations that support School Learning Objectives (SLOs)*

Principals and evaluators base conversations about SLOs on collected evidence that demonstrate student growth, as well as practice related to SLO processes. Evaluators and principals use the SLO Rubric and associated Quality Indicator Checklist (Appendix F) as a collaborative tool to help assess progress and discuss any possible strategy changes. Data collected by the principal during observations of teaching, as well as evidence from observations of the principal's school leadership, should yield important insights into practices that influence the progress and success of the SLO and may help identify practice adjustments needed to meet the SLO goal.

### *SLOs as evidence of practice*

Conversations about the processes and strategies that a principal has utilized to work toward SLO achievement can and should be used as evidence of professional practice. For instance, if a principal develops an SLO based on an assessment of schoolwide data and then regularly monitors the progress of the SLO with further data analysis by school teams or grade-level teams, this work not only provides evidence of the principal's SLO process (SLO Rubric and Quality Indicator Checklist, Appendix F), but also provides evidence of practice related to WFPL Component 1.2.4, *Schoolwide Use of Data*.

Additionally, if the principal aligned the SLO and school improvement plan processes, the ongoing data analysis meets a third requirement (SIP development and monitoring). By following best practice, the principal has effectively and efficiently met state and local requirements while also supporting growth for all learners (i.e., adults and students).

## **Reflection and Revision**

While the Mid-Year Review provides a formal opportunity for feedback, principals and their evaluators and peers should engage in collaborative feedback sessions throughout the EE Cycle, for principals to reflect on their practice and assess student growth and professional practice goals.

The Mid-Year review culminates with reflection, the identification of strengths and weaknesses, and appropriate adjustments to both strategies and growth goals if applicable. The principal and evaluator/peer select appropriate strategies to support the principal in development of next steps.

Learning-centered conversations are transparent, predictable, and support ALL learners (i.e., adults and students), thereby building trust in the process and enhancing the results. Principals who are in a supportive culture that embraces continuous growth and risk-taking will excel in advancing their leadership practice. Evaluators and peers help to establish a supportive culture by being thoughtful and purposeful in the types of questions they ask, by providing timely and relevant feedback, and by working collaboratively with principals.

*Remember: The EE process is not intended to label practice and then identify relevant professional development at the end of the year, but instead to BE professional development by identifying and informing needs in real-time to allow for specific adjustments to improve practice and impact student learning.*



# Summarizing the Evaluation Results

## Evidence Collection

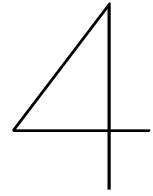
At the end of each year, principals review the evidence collected during the cycle and the relationship of the evidence to both their PPG and SLO goals.

Principals in all years of the cycle ensure that they have collected evidence that demonstrates their progress and successes in achieving both their PPG and SLO goals. SLO evidence will include a final analysis of evidence for the population identified in the SLO. Principals in their Summary Year will have additional evidence related to the domains and components of the WFPL, and should ensure that they have collected evidence related to each of the components of the WFPL.

## Completing the SLO

After collecting and reviewing evidence, principals self-score each of the six SLO critical attributes using the SLO Rubric and Quality Indicator Checklist (Appendix F). Assessing the SLO requires a principal to reflect on student progress relative to the target, as well as his/her SLO process. The principal will provide the evaluator/peer with insight about ways to improve both moving forward. The principal's engagement in the SLO process, along with his/her informal years' self-reflection (e.g., score) becomes evidence of the principal's ability to accurately reflect on his/her practice and its impact on student progress. The evaluator will use this as the evidence to support feedback in the principal's Summary Year.

In a Summary Year, the evaluator reviews all evidence of all available SLOs (3 in a typical 3-year cycle, only 1 for a first-year principal) and identifies the level of performance for each of the six SLO critical attributes using the SLO Rubric and Quality Indicators Checklist. Evaluators may assign a single, holistic score by identifying the level of performance selected for most of the six SLO critical attributes, or they can keep feedback at the critical attribute level.



*There is no requirement related to the number of artifacts for each component. Principals should strategically identify high-leverage evidence sets that relate to more than one component, and fill in gaps with other evidence as needed, to illustrate practice.*

Example of best practices:

The evaluator reviews the SLOs completed over the course of the cycle before meeting with the educator, as this provides an opportunity for the evaluator to prepare notes for the End of Cycle Conference. Advance preparation supports conversations and reflections aligned to the critical attribute level and provides the most specific and actionable feedback to inform changes in the principal's practice.



## End-of-Cycle Conference and Conversation

The End-of-Cycle Conference provides an opportunity for deep learning, reflection, and planning for next steps of professional growth. It provides the principal and evaluator an opportunity to align future goals and initiatives at the building and classroom level. The foundation of trust that has been developed over the course of the ongoing, collaborative processes is rewarded as both principal and his/her evaluator grow professionally.

Principals prepare for the End-of-Cycle conference by sharing with their evaluator/peer results of their PPG and SLO. In a Summary Year, principals also share WFPL evidence.

Questions to ask when preparing for the End-of-Cycle Conference:

- What does the evidence I have collected tell me about the results of my goals?
- Did I achieve my goals?
- If not, what prevented me from achieving my goals?
- If yes, what changes in my leadership led to these goals?

In preparation for the End-of-Cycle Conference, both the principal and the evaluator review EEP goals and results to include collected evidence. Advance planning is recommended and supports the evaluator in providing effective feedback. In a Summary Year, the evaluator may assign a holistic SLO score by identifying the level of performance selected for most of the six SLO critical attributes or evaluators may keep feedback at the critical attribute level.



Evaluators or peers are encouraged to use a coaching protocol to structure end of year conversations. For example:

**Validate** - “You’ve done a lot of honest reflection related to your SLO.”

**Clarify** - “Could you highlight some insights related to your efforts to align teacher SLOs to your SLO? Your goal has a literacy focus, and I’m curious to know more about the feedback you’ve received from your non-ELA teachers...”

**Stretch and Apply** - “You’ve talked about the challenges you faced by using the post-course assessment as the growth measure for your SLO. It really emphasizes the importance of goal and assessment alignment. What might you have done differently? How can that inform your SLO and leadership practice in the coming year?”

During the End-of-Cycle Conference, the evaluator and principal collaboratively review evidence, goal results, and possible next steps. In the Summary Year, the evaluator shares levels of performance for the SLO and the 19 WFPL components. (The evaluator can keep this feedback at the critical attribute level.) By discussing feedback at the critical attribute level, the evaluator and principal can identify a few areas of focus (components) for the coming EE Cycle, and develop a strategic plan based on actionable changes (strengths to leverage and areas to improve) informed by the critical attributes within the identified components.

Trying to improve on all 19 components is not practical. Principals should focus their improvement goals on 2-3 areas representing the biggest areas of need. As principals collaboratively reflect on their EE Cycle during the conference, they can use the lessons they have learned to discuss and begin to plan for a new cycle.

## **Reflections and Next Steps**

Reflection at the end of an EE Cycle is important to strengthening leadership practice. Principals should use this opportunity to reflect on their successes in order to replicate those in the next EE cycle. Additionally, principals should reflect upon areas needing improvement to continue professional growth in those areas. End-of-Cycle reflection provides an opportunity to align school and district improvement strategies and strengthen plans for the year ahead.



## Appendix A

# Research Informing the Principal Evaluation Process and Wisconsin Framework for Principal Leadership

### Trust

Trust between educators, administrators, students, and parents is an important organizational quality of effective schools.

Bryk, A.S., & Schneider, B. (2002). Trust in schools: A core resource for improvement. New York, NY: Russell Sage Foundation.

Tschannan-Moran, M., & Hoy, W. (2000). A multidisciplinary analysis of the nature, meaning, and measurement of trust. Review of Educational Research, 70(4), 547-93.

### Goal-setting

Public and private sector research emphasizes the learning potential through goal-setting.

Locke, E. & Latham, G.P. (1990). A theory of goal-setting and task performance. New York: Prentice Hall.

Latham, G.P., Greenbaum, R.L., and Bardes, M. (2009). "Performance Management and Work Motivation Prescriptions", in R.J. Burke and C.L. Cooper (Eds.), The Peak Performing Organization. London: Routledge. pp. 33-49.

Locke, E.A., & Latham, G.P. (2013). New Developments in Goal-setting and Task Performance. London: Routledge.

### Observation/evaluation training

Research and evaluation studies on teacher evaluation have pointed to the need for multiple observations, evidence sources, and training to provide reliable and productive feedback.

Gates Foundation, (2013). Measures of effective teaching project, Ensuring fair and reliable measures of Effective Teaching: Culminating findings from the MET Project's three-year study. Available at: [Gates Foundation](https://usprogram.gatesfoundation.org/-/media/dataimport/resources/pdf/2016/12/met-ensuring-fair-and-reliable-measures-practitioner-brief.pdf) (https://usprogram.gatesfoundation.org/-/media/dataimport/resources/pdf/2016/12/met-ensuring-fair-and-reliable-measures-practitioner-brief.pdf)

### Coaching, Support and Feedback

Archer, J., Cantrell, S., Holtzman, S.L., Joe, J.N., Tocci, C.M., & Wood. J. (2016). *Better feedback for better teaching: A practical guide to improving classroom observations*. San Francisco, CA: Jossey-Bass

Aguilar, Elaina (2013). *The Art of Coaching: Effective Strategies for School Transformation*. Jossey-Bass, San Francisco, CA.

Bloom, G., Castagna, C., Moir, E., & Warren, B. (2005). *Blended coaching: Skills and strategies to support principal development*. Thousand Oaks, CA: Corwin Press.

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analysis relating to achievement*. New York: Routledge.

Kluger, A.N., & DeNisi, A. (1996). The effects of feedback interventions on performance: A historical review, a meta-analysis, and a preliminary feedback intervention theory. *Psychological Bulletin*, 119(2), 254-284.

Knight, J. (2016). *Better Conversations*. Thousand Oaks, CA. Corwin Press.

Kraft, M.A., Blazar, D., Hogan, D. (2016). *The Effect of Teaching Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence*. Brown University Working Paper.

Lipton, L., Wellman, M. (2013). *Learning-focused supervision: Developing professional expertise in standards-driven systems*. Charlotte, VT: MiraVia, LLC.

### **Wisconsin Framework for Principal Leadership**

Council of Chief State School Officers (2008). *Educational Leadership Policy Standards: ISLLC 2008*. Washington, DC: Author.

National Policy Board for Educational Administration (2015). *Professional Standards for Educational Leaders 2015*. Reston, VA: Author.

#### *1.1 Human Resource Leadership*

Béteille, T., Kalogrides, D., and Loeb, S., (2009). *Effective Schools: Managing the Recruitment, Development, and Retention of High-Quality Teachers*. National Center for Analysis of Longitudinal Data in Education Research (CALDER), Working Paper 37.

Washington, D.C.: The Urban Institute.

Danielson, C. & McGreal, T.L. (2000). *Teacher evaluation to enhance professional practice*. Alexandria, VA: Association for Supervision and Curriculum Development.

Kimball, S. (2011). Principals: Human capital managers at every school. *Phi Delta Kappan* 92(7), p. 13-18.

Kimball, S. (2011). Strategic talent management for principals. In Allan Odden (Ed.), *Strategic management of human capital in public education: Improving instructional practice and student learning in schools*. New York, NY: Routledge Press.

Odden, A.R. (2011). *Strategic management of human capital in education: Improving instructional practice and student learning in schools*. NY, NY: Routledge

Spillane, J.P., Halverson, R., & Diamond, J.B. (2001). Investigating school leadership practice: A distributed perspective. *Educational Researcher*, 30(3), 23-28.

Stronge, J.H., Richard, H.B., & Catano, N. (2008). *Qualities of effective principals*. Alexandria, VA: Association for Supervision & Curriculum Development

## 1.2 Instructional Leadership

Hallinger, P., & Heck, Ronald H. (1996). Reassessing the Principal's Role in School Effectiveness: A Review of Empirical Research, 1980-1995. *Educational Administration Quarterly*, 32(1), 5-44.

Hallinger, P., & Heck, R.H. (1998). Exploring the principal's contribution to school effectiveness. *School Effectiveness and School Improvement*. 9(2), 157-191.

Hoy, W.K., Sweetland, S.R., & Smith, P.A. (2002). Toward an organizational model of achievement in high schools: The significance of collective efficacy. *Educational Administration Quarterly*, 38(1), 77-93

Louis, K.S., Leithwood, K., Wahlstrom, K.L., & Anderson, S.T. (2010). Learning from leadership: Investigating the links to improved student learning.

## 2.1 Personal Behavior

Marzano, R.J., Waters, T., & McNulty, B.A., (2005). *School leadership that works: From research to results*. Alexandria, VA: ASCD.

Heck, R.H., Larsen, T.J., & Marcoulides, G.A. (1990). Instructional leadership and school achievement: Validation of a causal model. *Educational Administration Quarterly*, 26, 94-125.

Heck, R., & Marcoulides, G. (1996). School culture and performance: Testing the invariance of an organizational model. *School Effectiveness and School Improvement*, 7(1), 76-95.

Reeves, D. (2004). *Assessing educational leaders: Evaluating performance for improved individual and organizational results*. Thousand Oaks, CA: SAGE.

## 2.2 Intentional and Collaborative School Culture

Knapp, Copland, Plecki, & Portin (2006). *Leading, Learning, and Leadership Support*. Center for the Study of Teaching and Policy, University of Washington.

Leithwood, K., Louis, K.S., Anderson, S., & Wahlstrom, K. (2004). *How leadership influences student learning*. New York, NY: The Wallace foundation.

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Marzano, R.J., Waters, T., & McNulty, B.A., (2005). *School leadership that works: From research to results*. Alexandria, VA: ASCD.

### 2.3 School Management

Odden, A.R., & Archibald, S. (2001). *Reallocating resources: How to boost student achievement without spending more*. Thousand Oaks, CA: Corwi

Louis, K.S., Leithwood, K., Wahlstrom, K.L., & Anderson, S.T. (2010). Learning from leadership: Investigating the links to improved student learning.

Marzano, R.J., Waters, T., & McNulty, B.A., (2005). *School leadership that works: From research to results*. Alexandria, VA: ASCD.

### Student Learning Objectives

Kanold, T. (2011). *Five Disciplines of PLC Leaders*. Bloomington, IN: Solution Tree Press.

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## Appendix B

### Examples

#### **Using DPI Online Leadership Modules**

Baraboo School District has been using the six DPI [Principal Evaluation Training](#) modules during bi-monthly district leadership team meetings to build a common understanding of the Wisconsin Framework for Principal Leadership (WFPL), to calibrate evaluators across the district, and to help frame discussions of local leadership issues. The superintendent facilitates the leadership team (which includes the district's six principals) as they go through the selected module. The discussion begins with an overview of the module theme, goals for the session, and a review of the WFPL components included in the module. For example, in preparation for viewing the module, the principals are asked to review the relevant components and then identify common themes across those components. The team also discusses potential evidence sources related to the components. As a group, the leadership team then views the scenarios, pausing to offer suggestions for responses, interpretations of leadership problems, evidence sources that could help further illustrate practice, and decisions related to the scenarios.

The discussions provide a neutral context in which to discuss common leadership challenges through the hypothetical leadership problems presented in the modules and potential solutions. It also allows the leadership team to calibrate about levels of leadership practice observed and interpretations given district instructional priorities. The modules help the leadership team develop a common, locally-centered understanding of the WFPL components, and help generate ideas for leadership practice. For example, one principal commented that a particular module on leading professional learning gave her ideas on how to create discussions to promote faculty sharing of student learning objective strategies.

#### **Student and School Learning Objective Alignment**

The Franklin Public School District not only piloted and thoroughly trained educators and evaluators at the school level, but also trained district leaders and built the Educator Effectiveness System into their district strategic priorities.

Understanding by Design (UbD) represents a key district priority. At a summer leadership retreat, district leaders planned how School Learning Objectives could help meet district priorities for UbD and be supported by classroom visits. The leadership team also identified relevant Framework for Teaching (FFT) components to reinforce UbD. Principals encouraged teachers to develop aligned teacher SLOs either as individuals or as grade-level teams. The district also designed professional development and created a coaching strategy to provide ongoing educator support. Schools structured ongoing professional learning experiences anchored to the Framework for Teaching.

For example, one school had all staff work on component 3b: Questioning and Discussion Techniques, during a staff meeting. Teachers monitored their instruction from the lens of questioning and discussion over the next three weeks, then came back as a group to talk about progress, what they learned, and how they adjusted their instructional approach. The full group of faculty then talked about how they could move from proficient to distinguished practice in 3b and would try those strategies and share out at the next staff meeting.

Additionally, district leaders worked with principals on their own professional learning using the WFPL, encouraging them to regularly reference it to help with their planning and reflection (e.g., as a principal prepares for a staff meeting).



## Appendix C

### Wisconsin Framework for Principal Leadership

In 2012, the Department of Public Instruction (DPI) convened a work team of Wisconsin educators to develop the Wisconsin Framework for Principal Leadership (WFPL). Evaluation experts from the Wisconsin Center for Education Research at the University of Wisconsin-Madison led the process. The work team referenced a number of state leadership rubrics and the Interstate School Leaders Licensure Consortium (Council of Chief State School Officers, 2008) standards during development. A principal and assistant/associate principal work group made minor revisions to the WFPL in 2014. An extensive review and revision process ensued in 2017 and resulted in the current draft. This included a crosswalk comparison between the WFPL and the Professional Standards for Educational Leaders (National Policy Board for Educational Administration, 2015), surveys, listening sessions, and a new work group meeting with 24 school and district leaders.

The Wisconsin Framework for Principal Leadership includes two main leadership domains represented by five subdomains. The two domains are ***Developing Effective Educators*** and ***Leadership Actions***. The Developing Effective Educators domain emphasizes the important influence effective leaders have on two key subdomains of educator, student and organizational learning: human resource leadership and instructional leadership. The Leadership Actions domain includes three subdomains: personal behavior, intentional and collaborative school culture, and school management. Nineteen components, representing leadership competencies, constitute the five subdomains. Each component includes a four-level rubric with descriptions of leadership actions along a continuum from unsatisfactory to distinguished practice. Several leadership themes run through the WFPL, including leadership for equity, distributed leadership, collaboration and continuous improvement. Together, the components, subdomains and domains help guide principal leadership development across the career spectrum and assess principal effectiveness.

There are four levels of practice for each component. Within each level are multiple bullets articulating actions related to performance on the component. When assessing each component, base ratings on a preponderance of evidence for the component. The rubric is not a checklist.

DPI recognizes that district human resources context and policies differ, such that principals have varying degrees of authority for school-level decisions. For example, some districts limit principals' roles in recruiting and selecting teachers or on budget matters. Requirements for some component bullets, therefore, are qualified by the understanding that principals meet the indicators to the extent that district policy allows.

Domain 1: Developing Effective Educators	Domain 2: Leadership Actions
<p><b>1.1 Human Resource Leadership</b></p> <ul style="list-style-type: none"> <li>1.1.1 Recruiting and Selecting</li> <li>1.1.2 Assignment of Teachers and Instructional Staff</li> <li>1.1.3 Performance Evaluation and Feedback</li> <li>1.1.4 Leading Professional Learning</li> <li>1.1.5 Distributed Leadership</li> </ul>	<p><b>2.1 Personal Behavior</b></p> <ul style="list-style-type: none"> <li>2.1.1 Professionalism</li> <li>2.1.2 Time Management and Priority Setting</li> <li>2.1.3 Personal Professional Learning</li> </ul>
<p><b>1.2 Instructional Leadership</b></p> <ul style="list-style-type: none"> <li>1.2.1 Vision and Mission</li> <li>1.2.2 Student Achievement Focus</li> <li>1.2.3 Staff Collaboration</li> <li>1.2.4 Schoolwide Use of Data</li> <li>1.2.5 Student Learning Objectives (Teacher SLOs)</li> </ul>	<p><b>2.2 Intentional and Collaborative School Culture</b></p> <ul style="list-style-type: none"> <li>2.2.1 School Climate</li> <li>2.2.2 Communication</li> <li>2.2.3 Change Management and Shared Commitment</li> </ul>
	<p><b>2.3 School Management</b></p> <ul style="list-style-type: none"> <li>2.3.1 Learning Environment Management</li> <li>2.3.2 Financial Management</li> <li>2.3.3 Policy Management</li> </ul>

**Domain 1: Developing Effective Educators**

School leaders build, sustain and empower effective teaching through the intersection of human resource leadership and instructional leadership. As human resource leaders, principals use strategies to hire, evaluate and support effective teachers. As instructional leaders, they establish and maintain a schoolwide vision of high quality and rigorous instruction for all students.

**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.

**1.1.1 Recruiting and Selecting**

Because effective staff are key to providing high quality, equitable learning opportunities to all students, effective school leaders use a systematic, fair, and consistently-applied hiring process so that staff have the competencies to contribute to the school’s mission and goals. They use multiple methods to collect information that is likely to predict future effectiveness. Effective school leaders take an active role in recruiting a diverse staff and involve other staff in the recruitment and hiring process.

Unsatisfactory (1)	Developing/Basic (2)	Proficient (3)	Distinguished (4)
<ul style="list-style-type: none"> <li>• Does not consistently follow district hiring policies or process</li> <li>• Rarely applies school’s vision and mission and school improvement priorities to recruitment and selection decisions</li> <li>• Does not actively recruit candidates for key or hard-to-staff positions; relies only on candidates referred by district</li> <li>• Does not involve other staff in selection process</li> </ul>	<ul style="list-style-type: none"> <li>• Follows district hiring policies and process without bias or showing favoritism</li> <li>• Inconsistently applies school’s vision, mission, and school improvement priorities to recruitment and selection decisions</li> <li>• Actively recruits for some hard-to-staff or key positions, rather than relying only on district-referred candidates</li> <li>• Rarely involves other staff in selection process</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Consistently applies school’s vision, mission and school improvement priorities to recruitment and selection decisions</li> <li>• Consistently recruits for hard-to-staff or key positions, rather than relying only on district-referred candidates</li> <li>• Involves teacher leaders in selection process for instructional staff as often as possible</li> </ul>	<ul style="list-style-type: none"> <li>• Within discretion provided by district policies, develops and implements process that ensures hiring of effective and diverse staff, and fills all vacancies before first day of school</li> <li>• Integrates recruitment and selection strategies within school improvement plan so that new hires have skills and abilities to accomplish school’s improvement priorities</li> <li>• Builds relationships in profession and within district to identify sources of effective and diverse candidates, and reaches out to encourage them to consider coming to school</li> <li>• Proactively plans for involvement of key stakeholders, including teacher leaders and instructional team members, in selection and recruitment process for all appropriate instructional vacancies</li> </ul>

**Example Sources of Evidence\*:** Descriptions or documents on recruitment; interview artifacts: questions, assessment description; website, social media

**Domain 1: Developing Effective Educators**  
**1.1 Human Resource Leadership**  
**1.1.2 Assignment of Teachers and Instructional Staff**  
 In order to provide equitable access to effective instruction and support, school leaders need to anticipate staff vacancies, plan for new staff recruiting, change assignments of existing staff, and make assignments based on both student needs and staff qualifications and effectiveness. School leaders also consider the composition of grade or subject teams to facilitate staff cooperation and build professional community. New staff require orientation to the school’s goals, policies, and procedures, and receive support from leaders and peers to smooth the transition to their new roles.

Unsatisfactory (1)	Developing/Basic (2)	Proficient (3)	Distinguished (4)
<ul style="list-style-type: none"> <li>Occasionally assigns staff to positions for which they are not qualified when other options are available</li> <li>Rarely anticipates or plans for staff transitions</li> <li>Does not provide orientation to school’s goals, policies, and procedures; new staff are left on their own to seek social, emotional, and technical support</li> </ul>	<ul style="list-style-type: none"> <li>Assigns teachers and other instructional staff to positions based on qualifications, but does not consistently consider student academic needs or equity of access to effective instruction and support</li> <li>Anticipates some staff transitions, but does not enact plans for such changes</li> <li>Provides orientation to school’s goals, policies, and procedures, but does not ensure that new staff receive social, emotional, and technical support from school leaders or peers</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Identifies potential staff transitions and enacts plans to address them</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Consistently assigns teachers and other instructional staff to positions based on qualifications and student academic needs, and monitors assignments for equitable access to effective instruction and support</li> <li>Identifies potential staff transitions well in advance of their occurrence and successfully works with staff to address them</li> <li>Implements and monitors system of on-boarding and peer assistance that ensures all new staff have ongoing social, emotional, and technical support to become productive members of the school community</li> </ul>

**Example Sources of Evidence\*:** Discussion with principal; Staff allocation plan

**Domain 1: Developing Effective Educators**  
**1.1 Human Resource Leadership**  
**1.1.3 Performance Evaluation and Feedback**  
 Quality feedback is fundamental to a growth-oriented evaluation process. As evaluators, principals must strive to accurately assess professional practice, provide high quality feedback and other supports, such as instructional coaching, and foster a cycle of continuous school improvement. Effective school leaders also regularly engage in calibration activities to improve evaluation accuracy.

Unsatisfactory (1)	Developing/Basic (2)	Proficient (3)	Distinguished (4)
<ul style="list-style-type: none"> <li>Does not meet minimum number of district required observations</li> <li>Rarely provides staff with performance feedback through dialog or coaching conversations</li> <li>Does not complete evaluations that identify accurate levels of performance</li> <li>Fails to document or address unacceptable performance</li> </ul>	<ul style="list-style-type: none"> <li>Limits observations to minimum number required by district evaluation policy, regardless of staff needs</li> <li>Often provides staff with general or vague performance feedback through dialog and coaching conversations</li> <li>Completes evaluations that demonstrate incomplete knowledge of effective instruction</li> <li>Documents and addresses unacceptable performance, but does not proactively work to prevent weak performance from evolving into unacceptable performance</li> </ul>	<ul style="list-style-type: none"> <li>Observes teachers and other professional staff more often than minimum required by district policy, based on individual staff needs</li> <li>Consistently provides staff with timely, clear, and actionable performance feedback through dialog and coaching conversations</li> <li>Consistently completes evaluations that accurately identify levels of performance and participates in calibration activities to ensure common understanding of evaluation criteria</li> <li>Consistently documents and appropriately addresses weak performance before it becomes unacceptable; develops and implements plans for improvement when needed</li> </ul>	<ul style="list-style-type: none"> <li>Plans and implements a system that moves beyond minimum district requirements, resulting in frequent observations by peers, teacher leaders, and/or other administrators</li> <li>Consistently provides staff with timely, clear, and actionable feedback through dialog and coaching as part of a cycle of continuous improvement</li> <li>Completes evaluations that consistently identify accurate levels of performance, reviews results for reliability, and participates in and occasionally leads calibration sessions or discussions to ensure common understanding of evaluation criteria</li> <li>Monitors staff performance trends, recognizes when staff are struggling, and intervenes promptly with supports and coaching, leading to improved performance</li> </ul>

**Example Sources of Evidence\*:** Teacher evaluation schedule and documents; Post-conference/feedback forms; School visits and/or discussion with principals; Teacher surveys on evaluation, feedback quality, and support

**Domain 1: Developing Effective Educators**  
**1.1 Human Resource Leadership**  
**1.1.4 Leading Professional Learning**  
 As the emphasis shifts to school-based, job-embedded, and collaborative professional learning, school leaders have increased responsibility to provide staff with learning opportunities that improve practice and ability to respond positively to student cultural, economic, or linguistic diversity. This involves diagnostic use of staff practice and student learning data to inform the design and monitor the impact of the opportunities provided, as well as aligning learning resources to the school's improvement priorities. School leaders work with staff to set learning goals (such as Professional Practice Goals), provide relevant learning opportunities, and monitor learning accomplishments.

Unsatisfactory (1)	Developing/Basic (2)	Proficient (3)	Distinguished (4)
<ul style="list-style-type: none"> <li>Does not provide staff learning opportunities that: are informed by student, classroom, or school data; support use of high quality, standards-aligned instructional materials; and align with school improvement priorities</li> <li>Does not train or support staff in responding to students' cultural, economic, or linguistic diversity</li> <li>Does not encourage teachers to develop Professional Practice Goal as a focus for their individualized professional learning</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently provides staff with learning opportunities that: are informed by current student, classroom, or school data; support use of high quality, standards-aligned instructional materials; and align with school improvement priorities</li> <li>Provides sporadic learning opportunities addressing staff learning needs related to students' cultural, linguistic, and economic diversity</li> <li>Encourages teachers to set Professional Practice Goal and use it to focus professional learning, but does not consistently follow through to conduct or facilitate conversations that promote professional learning</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Creates ongoing set of learning opportunities addressing staff learning needs related to students' cultural, linguistic, and economic diversity</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Develops climate where staff create professional learning opportunities that: are informed by analysis of student, classroom, and school data; support use of high quality, standards-aligned instructional materials; and are an integral part of the school improvement plan</li> <li>Implements and monitors impact of learning system that enable staff to respond effectively to students' cultural, linguistic, and economic diversity and create inclusive classroom communities</li> <li>Implements and monitors system in which teachers and their peers engage in regular conversations around their Professional Practice Goals during the Supporting and Summary Years that improves professional practice</li> </ul>

**Example Sources of Evidence\*:** Schoolwide professional development plan; Observations of staff/faculty professional development meeting; Staff surveys

**Domain 1: Developing Effective Educators**  
**1.1 Human Resource Leadership**  
**1.1.5 Distributed Leadership**  
 Increasing demands, higher expectations, and a more complex environment mean that principals can no longer lead in isolation. Distributed leadership draws upon staff expertise to address tasks and school priorities. To leverage distributed leadership, school leaders identify opportunities based on school needs and goals, encourage staff to take on leadership roles that contribute to meeting school goals, and support emerging leaders with feedback, coaching, and mentoring.

Unsatisfactory (1)	Developing/Basic (2)	Proficient (3)	Distinguished (4)
<ul style="list-style-type: none"> <li>• Staff leadership opportunities do not align with school goals or school improvement plan</li> <li>• Does not encourage staff members to take on formal or informal leadership role</li> <li>• Rarely provides support to emerging leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Staff leadership opportunities are inconsistently aligned with school goals and school improvement plan</li> <li>• Encourages staff members to take on formal or informal leadership roles based on their interests</li> <li>• Provides some support to emerging leaders, but not in a consistent and systematic way</li> </ul>	<ul style="list-style-type: none"> <li>• Develops distributed leadership strategy that is aligned with school goals and school improvement plan and engages teachers with behavioral, curricular or instructional leadership activities</li> <li>• Encourages staff members to take on formal or informal leadership roles based on their strengths, experiences, and demonstrated success</li> <li>• Consistently provides supports to emerging leaders, including formal and informal feedback, mentoring or coaching</li> </ul>	<ul style="list-style-type: none"> <li>• Develops and implements distributed leadership strategy that results in staff teams taking responsibility for making or recommending important behavioral, curricular or instructional decisions</li> <li>• Plans and implements multiple strategies for engaging staff members in formal or informal leadership roles which are designed to develop leaders and build on their strengths and experiences</li> <li>• Develops and implements system for emerging leaders to support each other and continue their development by collaborative mentoring, coaching, and sharing leadership opportunities</li> </ul>

**Example Sources of Evidence\*:** School improvement plan; Observations of team meetings; Staff surveys

**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.

**1.2.1 Vision and Mission**

A strong vision and mission helps communicate, in a compelling manner, the purpose and direction of the school organization. School leaders cultivate collective responsibility for student learning through the collaborative development of the vision and mission that emphasizes the shared belief that each student is an active learner. Executing the vision and mission involves aligning initiatives to the goals identified in the school improvement plan and engaging stakeholders in goal assessment and practice adjustments to guarantee equitable student access to effective instruction and a rich curriculum.

Unsatisfactory (1)	Developing/Basic (2)	Proficient (3)	Distinguished (4)
<ul style="list-style-type: none"> <li>Articulates instructional vision and mission that lack clarity and are not reflected in school improvement plan</li> <li>Does not involve stakeholder groups in development of, or cultivate commitment around, school improvement plan</li> <li>Does not assess school improvement plan progress and results</li> </ul>	<ul style="list-style-type: none"> <li>Articulates a coherent instructional vision and mission, but some aspects are unclear and/or missing from school improvement plan</li> <li>Involves some stakeholder groups in development of school improvement plan, resulting in vision and mission that is not widely shared among students and staff</li> <li>Inconsistently assesses school improvement plan progress and results</li> </ul>	<ul style="list-style-type: none"> <li>Creates and communicates clear instructional vision and mission that is reflected in school improvement plan and responsive to student cultural, linguistic, and economic diversity</li> <li>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</li> <li>Consistently assesses school improvement plan as part of ongoing progress monitoring practices</li> </ul>	<ul style="list-style-type: none"> <li>Creates and communicates shared instructional vision and mission that is reflected in school improvement plan and promotes equitable opportunities and outcomes for all students</li> <li>Involves all stakeholder groups in development of school improvement plan using evidence-based strategies, resulting in shared responsibility for vision and mission throughout school and larger community</li> <li>Consistently assesses, and uses school improvement plan to drive improved results</li> </ul>

**Example Sources of Evidence\*:** School improvement plan; School learning objectives; Communication with stakeholders and parents (newsletters, Website); Memos or other communication with staff; School data; Observations of faculty actions during walkthroughs; Staff, student and community surveys; Goal alignment



**Domain 1: Developing Effective Educators**

**1.2 Instructional Leadership**

**1.2.2 Student Achievement Focus**

Effective principals believe that all students can learn at high levels and instill that belief in others. A school leader is responsible for ensuring that each student has the opportunity to graduate college, career and community ready, and must consistently monitor and address achievement gaps in and across student groups. Learning leaders engage in frequent observation and feedback cycles to ensure equitable access to quality programs and instruction, and foster community partnerships to enhance access to rich curriculum and authentic learning experiences.

Unsatisfactory (1)	Developing/Basic (2)	Proficient (3)	Distinguished (4)
<ul style="list-style-type: none"> <li>• Sets low expectations for students' academic or behavioral performance</li> <li>• Does not monitor fidelity or integrity of curricular and instructional programs</li> <li>• Does not pursue community partnerships to enhance academic program areas</li> <li>• Does not assess equity of access to high quality, standards-aligned instructional materials as part of developing school improvement plan</li> <li>• Does not or inconsistently provides student academic and/or behavioral supports</li> </ul>	<ul style="list-style-type: none"> <li>• Sets inconsistent expectations for students' academic and behavioral performance</li> <li>• Inconsistently monitors fidelity and integrity of curricular and instructional programs</li> <li>• Pursues community partnerships to enhance academic program areas, but is often unable to establish lasting community support</li> <li>• Identifies and uses measures to assess equity of some student groups' access to high quality, standards-aligned instructional materials when developing school improvement plan, but may not include strategies to address any identified inequities</li> <li>• Assists teachers and other staff to provide differentiated instruction and behavioral supports</li> </ul>	<ul style="list-style-type: none"> <li>• Involves staff in setting consistently rigorous expectations for students' academic and behavioral performance</li> <li>• Consistently monitors fidelity and integrity of curricular and instructional programs through classroom observation and feedback, and continuous review of student data</li> <li>• Secures lasting community partnerships that enhance key academic program areas</li> <li>• 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</li> <li>• Coaches teachers and staff in implementing universal instruction within multi-level systems of support</li> </ul>	<ul style="list-style-type: none"> <li>• Builds capacity in staff and students to consistently enact rigorous expectations for academic and behavioral performance of all students</li> <li>• Supports teacher leaders in monitoring fidelity and integrity of curricular and instructional programs through classroom observation and feedback, and continuous review of student data</li> <li>• Builds capacity in staff to secure and maintain community partnerships in key areas and multiple other aspects of the academic program</li> <li>• Works collaboratively to encourage staff to continuously monitor equity of all student groups' of access to high quality, standards-aligned instructional materials and takes necessary actions to correct or prevent inequities</li> <li>• Staff independently support and implement effective multi-level systems of support that result in improved student learning and behavior</li> </ul>

**Example Sources of Evidence\*:** Observations of following possible venues: leadership team meetings, department meetings, faculty meetings, listening sessions, and parent-teacher teams; School improvement plan; Root-cause analysis of data for improvement; Data-informed advocating for course offerings/needs; Equitable representation in courses, clubs, organizations, scholarships

**Domain 1: Developing Effective Educators**  
**1.2 Instructional Leadership**  
**1.2.3 Staff Collaboration**  
 The principal plays an important role in the construction of adult professional learning cultures. Principals create opportunities for collaboration aligned to school and district goals and that focus on instruction, teaching, and learning. Formal and informal collaborative opportunities around student learning and instructional practices promotes reflective inquiry and collective responsibility. In addition, communities of learning present opportunities for shared leadership, as teachers assume greater leadership in the analysis of student data and change in instructional practices.

Unsatisfactory (1)	Developing/Basic (2)	Proficient (3)	Distinguished (4)
<ul style="list-style-type: none"> <li>Does not establish or support collaboration opportunities focused on planning, teaching and learning</li> <li>Does not engage with collaborative teams to promote high expectations for professional work, equitable practice, and continuous Improvement</li> </ul>	<ul style="list-style-type: none"> <li>Encourages, but provides limited collaboration opportunities focused on planning, teaching and learning</li> <li>Periodically engages with collaborative teams to promote high expectations for professional work, ethical and equitable practice, and continuous improvement</li> </ul>	<ul style="list-style-type: none"> <li>Encourages and provides multiple opportunities for collaboration focused on planning, teaching and learning</li> <li>Consistently engages with collaborative teams to promote high expectations for professional work, ethical and equitable practice, and continuous improvement</li> </ul>	<ul style="list-style-type: none"> <li>Staff use collaborative opportunities created by principal, and on their own, to engage in data analysis, action planning, implementation and feedback focused on teaching and learning</li> <li>Actively aligns work of collaborative teams to building and district improvement plans, promoting high expectations for professional work, ethical and equitable practice, and continuous improvement</li> </ul>

**Example Sources of Evidence\*:** Team meeting agendas; School schedule; Observations of principal during professional learning opportunities and interactions with learning teams; Observations of PLC meetings; PLC agenda and work products

**Domain 1: Developing Effective Educators**  
**1.2 Instructional Leadership**  
**1.2.4 Schoolwide Use of Data**  
 School leaders who provide the time and space for data-based cycles of inquiry can model, facilitate and empower staff in the use of relevant data to make instructional decisions. Meaningful use of data fosters a culture of inquiry as principals and teachers engage in the continuous review of student academic growth, teacher professional learning, school improvement plans, and School/Student Learning Objective data to address equitable opportunity and achievement gaps in and across groups of students.

Unsatisfactory (1)	Developing/Basic (2)	Proficient (3)	Distinguished (4)
<ul style="list-style-type: none"> <li>Rarely organizes schoolwide efforts to analyze data to inform school improvement strategies</li> <li>Does not analyze school data to identify disproportionality</li> <li>Does not encourage use of strategic assessment framework (e.g., formative, interim, and summative)</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently organizes schoolwide efforts to analyze data to inform school improvement strategies</li> <li>Annually analyzes school data to identify disproportionality; identifies strategies to address equitable access and/or achievement gaps, but does not regularly monitor their effectiveness</li> <li>Encourages use of strategic assessment framework (e.g., formative, interim, and summative) to drive instruction and advance learning</li> </ul>	<ul style="list-style-type: none"> <li>Consistently organizes and facilitates schoolwide efforts to analyze data for purposes of continuous improvement using multiple sources of relevant school, staff or student data</li> <li>Consistently analyzes school data and the effectiveness of strategies to address equitable access and achievement gaps throughout the year</li> <li>Leads efforts to develop and use strategic assessment framework (e.g., formative, interim, and summative) to drive instruction and advance learning</li> </ul>	<ul style="list-style-type: none"> <li>Builds capacity in others to organize and facilitate schoolwide efforts to analyze data for purposes of continuous improvement using multiple sources of relevant school, staff or student data</li> <li>Consistently analyzes school data resulting in timely response to the academic and social-emotional needs of individual students (including underserved populations) and a reduction of achievement gaps</li> <li>Integrates the use of strategic assessment framework within multi-tiered systems of support to drive instruction and advance learning</li> </ul>

**Example Sources of Evidence\*:** Agendas for team meetings, grade level meetings, board reports; Observations of leadership/data team meetings; Student and School Learning Objectives; School data

**Domain 1: Developing Effective Educators**  
**1.2 Instructional Leadership**  
**1.2.5 Student Learning Objectives (Teacher SLOs)**  
 To maximize the impact of teacher Student Learning Objectives (SLOs), principals must understand SLO criteria (drawing upon Educator Effectiveness SLO guidance), and help teachers meet the criteria through access to resources. They encourage SLOs that represent teacher goals and priorities and align with and support school improvement priorities.

Unsatisfactory (1)	Developing/Basic (2)	Proficient (3)	Distinguished (4)
<ul style="list-style-type: none"> <li>Does not assist teachers in developing SLOs that adhere to Educator Effectiveness criteria</li> <li>Does not provide teacher SLO training</li> <li>Does not provide opportunity for teachers to collaborate or receive feedback on SLO goals and strategies</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently assists teachers in developing SLOs that adhere to Educator Effectiveness criteria</li> <li>Provides orientation and ongoing SLO training to teachers</li> <li>Provides limited opportunities for teachers to collaborate and receive feedback on SLO goals and strategies</li> </ul>	<ul style="list-style-type: none"> <li>Consistently assists teachers in developing SLOs that adhere to Educator Effectiveness criteria and impact teaching practice</li> <li>Embeds SLO training within conferences and staff professional learning opportunities</li> <li>Provides ongoing opportunities for teachers to collaborate and receive feedback on SLO goals and strategies throughout EE cycle</li> </ul>	<ul style="list-style-type: none"> <li>Consistently assists teachers in developing SLOs that adhere to Educator Effectiveness criteria and significantly impact student learning</li> <li>Builds teacher leaders' capacity to provide ongoing SLO training to teachers, peers, and evaluators that promotes use of data to set and align goals to school improvement plan</li> <li>Supports and encourages teacher leaders to facilitate discussion and collaboration on SLO goals and strategies throughout EE Cycle</li> </ul>

**Example Sources of Evidence\***: Sample of SLOs; Discussion with principal; Observations of teacher/data team meetings; Meeting minutes; School professional development plans

**Domain 2: Leadership Actions**

Effective principals take actions that set the stage for improved teaching and learning. Effective principals model professional and respectful personal behavior, facilitate a collaborative and mutually supportive working environment focused on the achievement of each learner, and manage resources and policies in order to maximize success on the school's instructional improvement priorities.

**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.

**2.1.1 Professionalism**

Students, staff, parents and other caregivers look to school leaders to demonstrate a positive demeanor and set an example for professional behavior in others. Such leadership is evident by consistently addressing negative actions, fostering an environment where staff share accountability for ethical practice, and leading others in culturally responsive practice. School leaders also contribute to the profession by participating in and occasionally leading activities that promote school leadership and organizational effectiveness.

Unsatisfactory (1)	Developing/Basic (2)	Proficient (3)	Distinguished (4)
<ul style="list-style-type: none"> <li>• Does not model positive professional or ethical behavior</li>   <li>• Fails to hold staff to professional, ethical, and respectful behavioral expectations</li>   <li>• Does not participate in activities that contribute to profession</li>   <li>• Lacks knowledge of and does not demonstrate culturally responsive practice</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistently models positive professional or ethical behavior</li>   <li>• Expects staff to display professional, ethical, and respectful behavior, but inconsistently holds them accountable for doing so</li>   <li>• Rarely participates in activities that contribute to the profession</li>   <li>• Understands but inconsistently demonstrates culturally responsive practice</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently models positive professional and ethical behavior, which contributes to respect, rapport, and trust within school</li>   <li>• Expects staff to display professional, ethical, and respectful behavior at all times and addresses inappropriate conduct or practice when reported or observed</li>   <li>• Regularly participates in activities that contribute to the profession</li>   <li>• Consistently demonstrates knowledge of, and engages in, culturally responsive practice</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently models positive professional and ethical behavior, which contributes to respect, rapport and trust within school and community at large</li>   <li>• Creates conditions where staff share accountability for respectful, ethical and professional practices</li>   <li>• Leads activities that contribute to the profession</li>   <li>• Consistently demonstrates culturally responsive practice and supports those practices in others, resulting in improved student access to comprehensive learning opportunities</li> </ul>

**Example Sources of Evidence\***: Observations/school visits; Discussion with principal; Staff and stakeholder survey responses

**Domain 2: Leadership Actions**  
**2.1 Personal Behavior**  
**2.1.2 Time Management and Priority Setting**  
 The best school improvement plan will not deliver results unless school leaders adhere to the identified goals and engage in decision-making that prioritizes time for teaching and learning. School leaders must set clear and realistic action steps and adhere to them to achieve school goals. The extent to which they promote these practices with others will help the school meet priorities.

Unsatisfactory (1)	Developing/Basic (2)	Proficient (3)	Distinguished (4)
<ul style="list-style-type: none"> <li>Rarely focuses school objectives or action steps on school improvement priorities</li> <li>Does not plan for future needs or set appropriate timelines</li> <li>Does not assess use of time to meet goals, priorities and deadlines</li> <li>Fails to establish clear guidance about priority of instructional time</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently focuses school objectives and action steps on school improvement priorities, resulting in limited student learning outcomes</li> <li>Attempts to plan for future needs, but some timelines are not realistic or appropriate</li> <li>Inconsistently assesses use of time to meet goals, priorities and deadlines</li> <li>Recognizes need to protect instructional time, but allows distractions to shift focus from instructional efforts</li> </ul>	<ul style="list-style-type: none"> <li>Consistently focuses school objectives and action steps on school improvement priorities resulting in increased student learning outcomes in some priority areas</li> <li>Plans for realistic and appropriate objectives, action steps and timelines to meet future needs</li> <li>Consistently assesses use of time to meet goals, priorities and deadlines</li> <li>Acts to protect instructional time by keeping teachers, students and staff focused on student learning and minimizes external distractions</li> </ul>	<ul style="list-style-type: none"> <li>Focuses school objectives and action steps on school improvement priorities resulting in increased school learning outcomes in most priority areas</li> <li>Collaboratively plans for realistic and appropriate objectives, action steps, and timelines resulting in meeting future needs</li> <li>Creates time efficiencies to maximize focus on goals, priorities and deadlines</li> <li>Enables teachers, students, and staff to enhance or increase time for learning</li> </ul>

**Example Sources of Evidence\*:** School improvement plan; Faculty/team meeting observations; School visits

**Domain 2: Leadership Actions**  
**2.1 Personal Behavior**  
**2.1.3 Personal Professional Learning**  
 Effective school leaders promote professional learning in others and actively pursue their own professional learning. They do so by soliciting feedback from others, including their supervisors, teachers, and other stakeholders, keeping current with research on leadership practice, student learning, and organizational development, and applying research-derived practices to meet personal and school goals.

Unsatisfactory (1)	Developing/Basic (2)	Proficient (3)	Distinguished (4)
<p>Rarely seeks or applies feedback to improve leadership practice</p> <ul style="list-style-type: none"> <li>Does not reflect on personal professional practice and does not participate in professional learning activities</li> <li>Does not apply current educational research to inform practice</li> </ul>	<ul style="list-style-type: none"> <li>Seeks feedback from teachers but inconsistently uses feedback to improve leadership practice</li> <li>Occasionally reflects on personal professional practice and infrequently participates in professional learning activities</li> <li>Seldom applies current educational research to inform practice</li> </ul>	<ul style="list-style-type: none"> <li>Actively solicits feedback from students, parents, staff, and supervisor and analyzes feedback to improve leadership practice</li> <li>Regularly and accurately reflects on personal professional practice and participates in professional learning activities</li> <li>Consistently applies current educational research to practice and monitors impact</li> </ul>	<ul style="list-style-type: none"> <li>Implements efficient systems that generate feedback from all stakeholder groups, including those not typically engaged, and analyzes and incorporates changes resulting in improved leadership practice</li> <li>Regularly and accurately reflects on personal professional practice, its implications for teacher and student learning, and participates in ongoing professional learning activities</li> <li>Consistently applies current educational research to practice, monitors impact, and revises strategies based on monitoring and feedback</li> </ul>

**Example Sources of Evidence\*:** School improvement plan; Notes from observation of listening session (faculty team meetings); Principal’s Professional Practice Goals

**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.

**2.2.1 School Climate**

A strong and positive school climate is necessary for student and educator success. Principals have a major role in shaping and supporting the school climate by fostering a shared understanding of the school’s values, beliefs, goals, and standards for interactions that are inclusive and representative of the different perspectives. In addition, through their actions school leaders can develop trusting relationships that contribute to a climate where educators and students feel ownership and are encouraged to take risks aligned to school goals.

<b>Unsatisfactory (1)</b>	<b>Developing/Basic (2)</b>	<b>Proficient (3)</b>	<b>Distinguished (4)</b>
<ul style="list-style-type: none"> <li>Neglects relationships and is ineffective in establishing trust, resulting in a negative school climate</li> <li>Rarely or inaccurately evaluates school climate to ensure that it is inclusive of different perspectives</li> </ul>	<ul style="list-style-type: none"> <li>Understands importance of, but struggles to establish and maintain a positive school climate through relationships built on trust among students, families, staff, and community from diverse backgrounds</li> <li>Inconsistently evaluates school climate to ensure that it is inclusive of different perspectives</li> </ul>	<ul style="list-style-type: none"> <li>Establishes and maintains a positive school climate through relationships built on trust among students, families, staff, and community from diverse backgrounds</li> <li>Regularly evaluates school climate and takes steps to ensure that it is inclusive of different perspectives</li> </ul>	<ul style="list-style-type: none"> <li>Creates conditions where school community takes ownership and maintains positive school climate based on trust and relationships among students, families, staff, and community from diverse backgrounds</li> <li>Collaborates with staff to regularly evaluate school climate and confront barriers, including misconceptions about race, culture, class and other differences</li> </ul>

**Example Sources of Evidence\*:** Newsletter; Community engagement plan; Discussions with principal, staff, students and parents; Positive Behavioral Intervention and Supports (PBIS) Data; School climate survey/parent survey



**Domain 2: Leadership Actions**  
**2.2 Intentional and Collaborative School Culture**  
**2.2.2 Communication**  
 Using effective communication strategies, school leaders develop a shared organizational purpose representative of high expectations that are specific to the school context and student population. Clear communication provides the direction and develops understanding and motivation around school goals and improvement efforts. Successful methods of communication tailor messages to the audience (i.e., staff, parents, students, community), and are evaluated and modified to increase effectiveness. School leaders who are good communicators also respond in timely and meaningful ways to the inquiries they receive.

<b>Unsatisfactory (1)</b>	<b>Developing/Basic (2)</b>	<b>Proficient (3)</b>	<b>Distinguished (4)</b>
<ul style="list-style-type: none"> <li>Rarely communicates school goals, learning expectations, challenges, improvement plans, and progress to stakeholders</li> <li>Does not assess effectiveness of different communication approaches</li> <li>Responses to parents, staff and community members are not timely and/or meaningful</li> </ul>	<ul style="list-style-type: none"> <li>Provides incomplete communication about school goals, learning expectations, challenges, improvement plans and progress to some stakeholders</li> <li>Assesses effectiveness of some communication approaches, but does not appropriately adapt messages as needed</li> <li>Inconsistently responds to contact from parents, staff and community members in timely and/or meaningful way</li> </ul>	<ul style="list-style-type: none"> <li>Provides comprehensive communication about school goals, learning expectations, challenges, improvement plans and progress to most stakeholders</li> <li>Assesses effectiveness of some communication approaches and adapts messages as needed</li> <li>Solicits input and consistently responds to contacts from parents and staff in timely and meaningful manner</li> </ul>	<ul style="list-style-type: none"> <li>Provides comprehensive communication about school goals, learning expectations, challenges, improvement plans and progress to all stakeholders</li> <li>Assesses effectiveness of all communication approaches and adapts messages as needed</li> <li>Solicits input and consistently responds to contacts from parents, staff and community members and addresses their concerns in timely and meaningful manner</li> </ul>

**Example Sources of Evidence\*:** Newsletters, emails, correspondence with parents, community members and stakeholders; Communication plan and log; Social media; School websites; Web 2.0 interactive information

**Domain 2: Leadership Actions**  
**2.2 Intentional and Collaborative School Culture**  
**2.2.3 Change Management and Shared Commitment**  
 School leaders transform schools by building shared commitment and ownership within the school and in the broader community. School leaders effectively manage change when they cultivate collaborative leadership, build consensus by demonstrating the value of change, and integrate district and state initiatives into school improvement goals.

Unsatisfactory (1)	Developing/Basic (2)	Proficient (3)	Distinguished (4)
<p>Pursues new changes in haphazard manner, without connections to research or school priorities</p> <ul style="list-style-type: none"> <li>Does not seek input or secure cooperation, and instead makes unilateral, arbitrary decisions</li> <li>Fails to identify areas in which agreement and/or consensus is necessary</li> <li>Does not accept or does not support district decisions</li> <li>Ignores or contributes to conflict</li> </ul>	<ul style="list-style-type: none"> <li>Pursues new changes that may have research basis, but are not connected to school priorities</li> <li>Seeks some input from stakeholders, but pursues improvement processes without securing cooperation needed to support change process</li> <li>Identifies areas where agreement is necessary but has not implemented strategies to achieve agreement/or consensus.</li> <li>Even if significant philosophical differences exist, accepts and supports district decisions when final</li> <li>Acknowledges but avoids addressing some conflicts</li> </ul>	<ul style="list-style-type: none"> <li>Pursues new changes based on current research to address school priorities</li> <li>Engages teachers and other stakeholders in planning and initiating improvement processes and managing change</li> <li>Uses multiple strategies to work toward agreement and/or consensus for improvement, including shared problem-solving approaches</li> <li>When significant philosophical differences exist, uses appropriate method(s) to question district direction, but accepts and supports decisions when final</li> <li>Recognizes that conflict is inevitable, depersonalizes disagreement, and respects varying points of view</li> </ul>	<ul style="list-style-type: none"> <li>Pursues new changes based on continuous review of school data and current research to address school priorities</li> <li>Builds capacity in teachers and other stakeholders to initiate improvement strategies and facilitate change management process</li> <li>Fosters an inclusive process for collaboration and regularly incorporates different perspectives and dissenting voices into decision making</li> <li>When significant philosophical differences exist, uses appropriate method(s) and evidence-based arguments to question district direction, but accepts and supports decisions when final</li> <li>Successfully anticipates conflict and proactively resolves disagreements among stakeholders</li> </ul>

**Example Sources of Evidence\*:** Disciplinary procedures and referrals; Grievance records; Discussions with staff, students and parents; School improvement plan; Communication with stakeholders and staff; School/community climate survey

**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.

**2.3.1 Learning Environment Management**

Creating environments conducive to learning is essential to student academic, social, and emotional success as well as that of the educators and staff. Managing the operations of a school building is a fundamental school leadership responsibility. Proactive planning, and shared responsibility for safety, help maintain an environment supportive of learning and promote the physical and emotional well-being of students and staff.

<p><b>Unsatisfactory (1)</b></p>	<p><b>Developing/Basic (2)</b></p>	<p><b>Proficient (3)</b></p>	<p><b>Distinguished (4)</b></p>
<ul style="list-style-type: none"> <li>• Does not create a plan for physical and socio-emotional safety of staff and students</li>   <li>• Has not implemented crisis management plan</li>   <li>• Ineffectively cooperates with district staff to develop and maintain clean and productive learning environment</li>   <li>• Does not consider extended community learning and social services opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Creates and attempts to implement a plan for physical and socio-emotional safety of staff and students, but unaddressed issues impede the plan</li>   <li>• Implements crisis management plan, but periodic tests and updates of the plan do not consistently occur</li>   <li>• Occasionally cooperates with district staff to develop and maintain clean and productive learning environment</li>   <li>• Occasionally considers and acts upon extended community learning and social services opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Creates and implements a plan for physical and socio-emotional safety of students and staff</li>   <li>• Implements clear crisis management plan that is known by all staff, periodically tested, and updated as needed</li>   <li>• Consistently cooperates with district staff to develop and maintain clean and productive learning environment</li>   <li>• Consistently considers and acts upon extended community learning and social services opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Staff and students collaborate to develop and implement a plan for physical and socio-emotional safety and monitor its effectiveness</li>   <li>• Implements, reflects upon and improves upon clear crisis management plan that is known by all staff, periodically tested, and updated as needed</li>   <li>• Cooperates with district staff and fosters community involvement in developing and maintaining clean and productive learning environment</li>   <li>• Collaborates with staff and community to plan and implement regular opportunities for extended community learning and social services support</li> </ul>

**Example Sources of Evidence\*:** Facility reviews; Crisis management plan; In-service and faculty meeting agendas; Behavior management plan; Work orders; Email to appropriate departments; Short and long-range facilities improvement plans

**Domain 2: Leadership Actions**  
**2.3 School Management**  
**2.3.2 Financial Management**  
 Effective school leaders collaboratively develop budgets by identifying learning priorities and the financial needs to support them, manage funds flexibly and responsibly, and manage budgets aligned with school improvement goals and promote equitable practices.

Unsatisfactory (1)	Developing/Basic (2)	Proficient (3)	Distinguished (4)
<ul style="list-style-type: none"> <li>Does not develop required budget</li> <li>Performs ineffective budget management</li> <li>Resource allocation does not accurately reflect school improvement priorities or access to equitable practices</li> </ul>	<ul style="list-style-type: none"> <li>Develops budget as required and informs stakeholders</li> <li>Manages budget within guidelines</li> <li>Inconsistently allocates resources to support school improvement priorities and equitable practices</li> </ul>	<ul style="list-style-type: none"> <li>Conducts needs analysis and includes stakeholder input as part of budget development</li> <li>Manages budget with flexibility and seeks approval when variance is needed</li> <li>Consistently allocates resources to support school improvement priorities and access to resources that promote equitable practices</li> </ul>	<ul style="list-style-type: none"> <li>Conducts needs analysis and includes stakeholder input while clearly aligning budget with instructional goals and school improvement priorities</li> <li>Manages budget with flexibility and obtains approval when variance is needed to fully support school improvement priorities</li> <li>Uses innovative resource reallocation strategies to support school improvement priorities and equitable practices</li> </ul>

**Example Sources of Evidence\*:** School budget reports and planning documents; School improvement plan; Grant applications and awards; In-service and faculty meeting agendas

**Domain 2: Leadership Actions**  
**2.3 School Management**  
**2.3.3 Policy Management**  
 Promoting understanding, implementation, and compliance with policies, procedures, laws, and regulations provides safeguards that the school is meeting the needs of all students and staff. Effective leaders maintain policies, procedures, laws, and regulations, and facilitate understanding by all to promote student learning and the success of the school.

Unsatisfactory (1)	Developing/Basic (2)	Proficient (3)	Distinguished (4)
<ul style="list-style-type: none"> <li>Does not engage staff in understanding policies, procedures, laws and regulations leading to frequent violations and does not work to resolve violations</li> <li>Does not maintain appropriate policy documentation</li> <li>Does not participate in activities with local policy makers on issues that directly impact school and leadership practice</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently engages staff in understanding and implementing policies, procedures, laws and regulations leading to occasional violations and takes minimal action to address violations</li> <li>Inconsistently maintains appropriate policy documentation</li> <li>Inconsistently participates with local policy makers on issues that directly impact school and leadership practice</li> </ul>	<ul style="list-style-type: none"> <li>Consistently engages staff in understanding and implementing policies, procedures, laws and regulations and works to resolve violations</li> <li>Consistently maintains appropriate policy documentation</li> <li>Consistently participates with appropriate policy makers to influence policies that directly impact school and leadership practice</li> </ul>	<ul style="list-style-type: none"> <li>Consistently engages staff and other stakeholders in understanding and implementing policies, procedures, laws and regulations leading to no violations</li> <li>Builds staff understanding of and processes for maintaining appropriate policy documentation and a process to clarify policies and procedures</li> <li>Participates in opportunities to connect with local, state, and federal policy makers to advocate for changes that positively impact school and leadership practice</li> </ul>

**Example Sources of Evidence\***: District compliance reports; Communication examples with local and state decisions makers; In-service and faculty meeting agendas; Memos, emails, school audit reports

\*A more extensive list of potential evidence sources appears in Appendix E of the EE System User Guide for Principals, Principal Supervisors, and Coaches.



## Appendix D

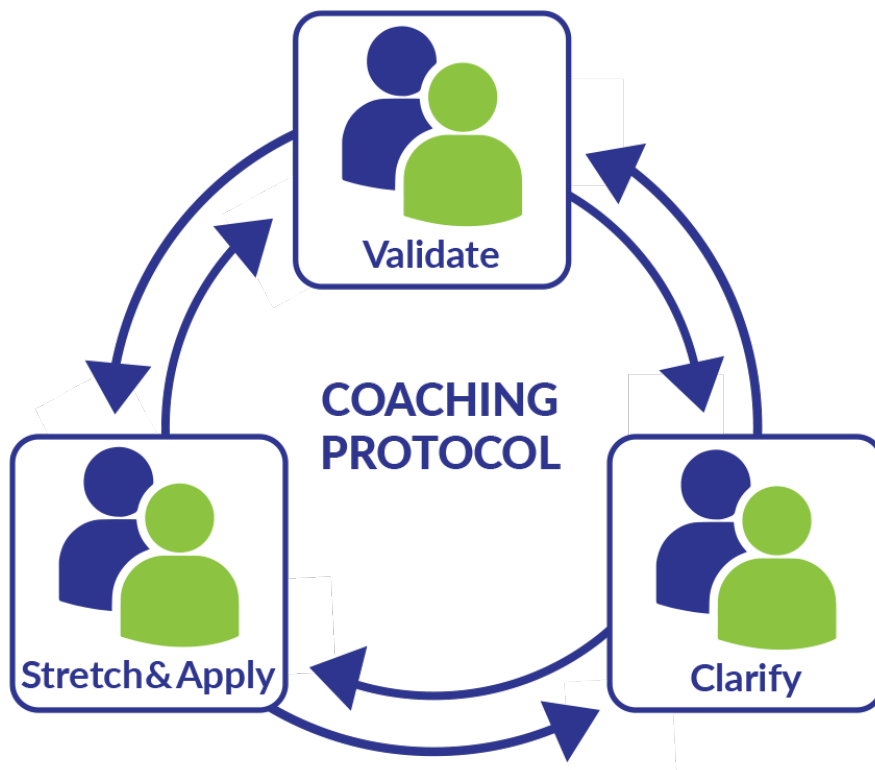
### Professional Conversations

Timely, specific, and ongoing feedback is critical to a learning-centered evaluation system. The EE process is designed to grow and develop school leaders and provides opportunity for both formal and informal conversations around practice. Whether acting as an evaluator or peer, professional conversations present the opportunity to provide feedback that can change practice and, ultimately, improve outcomes for students.

#### Formal Feedback Opportunities within the EE Process

Whenever possible, an evaluator or peer should review data from school visits and/or EEP information prior to meeting with the educator. Prior review for planning, mid-course, and end-of-cycle conferences allows the evaluator the opportunity to: 1) ensure the meeting time is used effectively, 2) plan for reflective questions, and 3) determine potential resources or next steps. Leading professional feedback conversations can be challenging for evaluators or peers, especially if the process is new to them. Some find it helpful to use a coaching protocol to plan for and lead these conversations. Figure 1 represents a protocol with components common to coaching models.

Appendix Figure 1: Coaching Protocol



While Appendix Figure 1 suggests a coaching protocol has an order (beginning with validate, moving to clarify, then stretch and apply), professional conversations between principal and evaluator and/or coaching peer should be flexible and responsive to the needs of the principal.

Beginning the conversation with *validation* statements affirms what is going well, and validates the skills and expertise the principal brings to the conversation. *Clarifying* questions help the evaluator to understand the principal's thinking while helping to provide context and additional evidence. The goal of a learning centered evaluation system is to grow principals professionally; therefore, the *stretch and apply* portion of the conversation is meant to push on dispositions and beliefs, build autonomy, encourage reflective practice and gain commitment to change. Sample statements for each of the EE conferences are below:

Planning (or Peer Review) Session:

**Validate** - "I see you have done a thorough analysis of your school data. You clearly have dug into the Wisconsin Framework for Principal Leadership and have been thinking about..."

**Clarify** - "Tell me more about your focus of student engagement. You have included the idea of learning ways to engage these students in the Strategies section of your SLO. What does that look like across the school?"

**Stretch and Apply** - "Looking at your assessment data, what gaps do you see in your student population? What might you do to make the content more accessible to your ELL students?"

Mid-Year Conference:

**Validate** - "Your planning consistently details how you expect to monitor student learning progress both through ongoing formative steps and at key points across classrooms."

**Clarify** - "What are some ways you have incorporated what you are learning from those assessments into your leadership practice?"

**Stretch and Apply** - "How has the fourth-grade team been using formative assessments to inform their real-time instruction?" "What might you do to engage the third-grade team to work with the fourth-grade team to create a formative assessment strategy that helps with the transition?"

End-of-Cycle Conversations:

**Validate** - "You've done a lot of specific reflecting about your SLO ..."

**Clarify** - "If I'm understanding correctly, you are finding it difficult to keep the leadership team focused on supporting the literacy PLCs to achieve some of your goals? What might be another way to arrive at the solution?"



**Stretch and Apply** - “You’ve talked about the challenges you faced by using the post-course assessment as the growth measure for your SLO. What assessment approaches might you use in your next SLO planning?” “How might those changes improve student outcomes?” “What are your next steps to make that happen?”

## Developmentally Appropriate Supports

Evaluators and peers use the evidence collected in school visits and through related artifacts to determine the current performance level of the principal (using the critical attributes of the WFPL components). It is unrealistic to move a principal from a *basic* to *distinguished* level in one feedback session. The goal is to move the principal forward in developmentally appropriate increments so as not to overwhelm him or her. If the evidence that supports current practice is at the developing/basic level, then feedback related to the proficient level is most appropriate. See Appendix Table 1 below.

*Appendix Table 1: Critical Attributes Used in Feedback*

### 1.2.5 Student Learning Objectives (Teacher SLOs)

Developing/Basic (2)	Proficient (3)
<ul style="list-style-type: none"> <li>• Inconsistently assists teachers in developing SLOs that adhere to Educator Effectiveness criteria</li> <li>• Provides orientation and ongoing SLO training to teachers</li> <li>• Provides limited opportunities for teachers to collaborate and receive feedback on SLO goals and strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently assists teachers in developing SLOs that adhere to Educator Effectiveness criteria and impact teaching practice</li> <li>• Embeds SLO training within conferences and staff professional learning opportunities</li> <li>• Provides ongoing opportunities for teachers to collaborate and receive feedback on SLO goals and strategies throughout EE cycle</li> </ul>

Using evidence, the evaluator or peer engages the principal in conversations related to the degree to which the principal is encouraging teacher SLO collaboration, and the extent to which he/she is supporting the teacher in creating and monitoring Student Learning Objectives as outlined in state guidelines. For example:

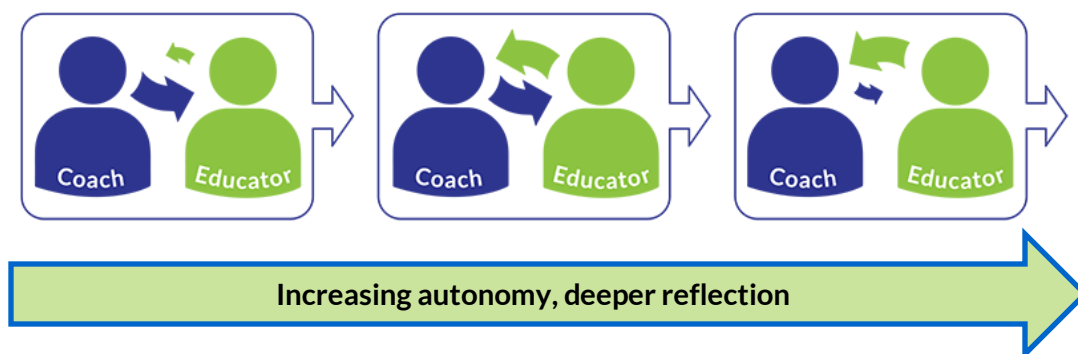
**Clarify** - “What adjustments have you made in the school schedule to allow all of your teachers to engage in ongoing review of student growth data?”

**Stretch and Apply** - “Looking ahead to next year, how might you build in some time for teachers to review their data and discuss SLO progress within your monthly faculty meetings?”

## Building Autonomy:

Effective professional conversations support the differentiated needs of the principal. Coaching models (Aguilar, 2013; Hall and Simeral, 2008; Kraft et al., 2016) describe varying degrees of coaching support ranging from more direct (instructional) coaching to acting as a guide for reflective thinking. Appendix Figure 2, below, demonstrates the continuum of coaching supports and their relationship to increasing principal autonomy. Early in the coaching relationship, the coach may direct most of the professional conversation. As the relationship progresses, the principal becomes more autonomous in his/her practices and reflection and begins to lead more of the conversations.

Appendix Figure 2: Continuum of Supports



Instances where the principal is feeling challenged, or is unable to reflect or construct ideas independently (perhaps in the case of a new principal), call for a direct approach, with the evaluator or peer leading the conversation and offering direct support.

Example:

*“Teacher X became less resistant when you presented the rationale...”*

Over time, and when appropriate, evaluators or peers are encouraged to engage the principal in a more collegial exchange of ideas and feedback. Rather than direct statements, they engage the principal in a mutual exploration of data. As the principal becomes more of an equal contributor, autonomy is increasing.

Example:

*“Let’s explore the results of your recent MAP assessment, and analyze the results together...”*

Planning for professional feedback conversations ahead of time builds both a foundation of trust as well as principal capacity. A principal’s capacity for reflection and continued learning is nurtured when his/her evaluator or peer prepares for the conversation ahead of time and develops probing questions which encourage the principal to reflect. Increased autonomy becomes evident in the connections the principal makes between the principal and student learning and his/her building leadership. As principal autonomy is developed, the conversations are led primarily by the principal, with the evaluator or peer encouraging deeper analysis and reflection.

Example:

*“The analysis of the school level data indicates your students with learning disabilities are still performing well below grade level on this standard. How does this influence your planning and supports? What would it look like to move toward greater accessibility to content for these students?”*



## Appendix E

### Observations and Artifacts

#### **Tips and Considerations for Conducting Principal Observations**

*Focus on what's important and what's immediate.*

To maximize impact and relevance of feedback, evaluators should ask principals what they most desire feedback on and what events they would most like the evaluator to observe.

*Manipulate time and/or remain invisible.*

The presence of a district leader may affect how the principal or the people interacting with the principal behave. District leaders could avoid this by using a variety of observation methods, including asking principals to record themselves in action and submit links/videos for their evaluators to review. This method not only eases some anxiety, but also can address scheduling/capacity issues by allowing the evaluator to observe practice later.

*Use high-leverage evidence sets.*

High-leverage evidence sets result from intentional and strategic collection and use of observations and artifacts. These evidence sources differ from a random collection of artifacts or observations that are retroactively assigned to components (i.e., isolated lists of leadership team members, meeting addenda with no context or follow up, notes from school walkthroughs or classroom observations that are not connected to descriptions of instructional priorities).

Isolated or random evidence sources may provide little insight about leadership practice, insufficient information to evaluate individual components, and have little strategic value. In contrast, high-leverage evidence sets help illustrate leadership practice as it deeply informs leadership action relative to school and/or district improvement, providing a rich basis for reflection and growth.

A high-leverage set covers multiple components. Thus, principals may potentially collect fewer evidence examples, which can ease the burden for the principal. Additionally, high-leverage sets ease the burden of the evaluator, who otherwise must try to figure out what all the disparate artifacts submitted by the principal tell about his/her leadership practice. The table below provides examples of types of observations and artifacts that principals and evaluators can combine into high-leverage evidence sets.

Appendix Table 2: Artifact and Observation Evidence with Related WFPL Components

Examples Observations and Artifacts	Aligns to These Multiple Components
Short observation of the principal’s presentation to the faculty regarding information learned from a recently attended workshop or conference, supplemented with handouts created by the principal for the faculty.	1.1.4 Leading Professional Learning 2.1.1 Professionalism
Observation of the principal leading a staff meeting focused on the creation of a building-level school improvement process, supplemented with photos taken of data charts posted on the walls during a data walk.	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 School-wide Use of Data 2.1.2 Time Management and Priority Setting 2.1.3 Personal Professional Learning
Observation of principal supporting and/or facilitating a school-wide learning plan or PLC group, supplemented with schedules demonstrating time for PLCs to meet and evidence of how their work aligns to the school/district improvement plan.	1.1.4 Leading Professional Learning 1.1.5 Distributed Leadership 1.2.2 Student Achievement Focus 1.2.3 Staff Collaboration 2.1.1 Professionalism
Observation collected via videotape of principal hosting a post-observation feedback meeting with a teacher, supplemented by notes collected during the observation of the teacher; superintendent documents the coaching and feedback provided by the principal.	1.1.3 Performance Evaluation and Feedback 1.1.4 Leading Professional Learning
Observation of school leadership team meeting to ensure that observations and feedback meetings with teachers occur in a timely manner, and to check for consistent use and interpretation of rubrics used during teacher observations.	1.1.3 Performance Evaluation and Feedback 2.1.2 Time Management and Priority Setting
Observation of principal monitoring morning arrival of students, which has recently included conflicts between the bus driver and parent-safety officer.	2.3.1 Learning Environment Management 2.2.3 Change Management and Shared Commitment

## Observations

Definition	Requirement	Specifics	Tips for Success
<p><b>School visit:</b></p> <p>In-person observation of school leader &amp; the school environment to gather evidence of leadership practice.</p>	<p>One or more visits by the evaluator during the Summary Year to gather evidence for feedback purposes &amp; to assess leadership practice.</p> <p>There are no set time constraints.</p>	<p>Steps:</p> <ol style="list-style-type: none"> <li>1) Pre-visit discussion between principal &amp; evaluator</li> <li>2) Visit for observation</li> <li>3) Post-visit discussion</li> </ol>	<ul style="list-style-type: none"> <li>• Evaluator should focus on evidence that informs leadership practice &amp;/or relates to school &amp; district priorities.</li> <li>• Educator or evaluator may both upload artifacts in support of the observation before or after the event.</li> </ul>
<p><b>Sampling visit:</b></p> <p>Shorter in-person observations to gather on-going evidence of school leadership practice or to focus feedback on specific issues.</p>	<p>3-5 over the full Effectiveness Cycle; minimum of <u>twice</u> during a Summary Year.</p>	<p>Steps:</p> <ol style="list-style-type: none"> <li>1) Discussion of activities or events the school leaders would like feedback on</li> <li>2) Visit</li> <li>3) Written or verbal feedback</li> </ol>	<ul style="list-style-type: none"> <li>• Evidence may come from any part of the observation process (pre- or post-discussion, observation, reflections on the observation).</li> <li>• During Supporting Years, school &amp;/or sampling visits may be conducted by peers to provide formative practice &amp; feedback.</li> <li>• For Sampling Visits: districts may use district-created Sampling Visit tools.</li> </ul>
<p><b>Walk-throughs:</b></p> <p>Casual walk-through by evaluator to observe a specific idea, theme, trend, initiative, or topic within the school.</p>	<p>Walk-throughs are not required by the DPI Model or the WIEE System.</p> <p>May be done as often evaluator feels is necessary or beneficial.</p>	<ul style="list-style-type: none"> <li>• 5-10 minute visits</li> <li>• Optional: brief feedback after walkthrough</li> </ul>	<ul style="list-style-type: none"> <li>• Districts may adopt or develop their own walk-through tools.</li> <li>• <b>Not intended</b> as primary evidence source.</li> </ul>
<p><b>Artifacts:</b></p> <p>Documents, reports or videos that demonstrate principal leadership practices.</p>	<p>Collect and maintain artifacts as evidence sources for feedback and leadership practice evaluation.</p>	<p>Continuous collection throughout the cycle.</p>	<p>For efficiency and impact, focus on “high leverage artifact sets.” These include documents, reports or videos that provide a rich picture of practice, relate to school or district priorities, and provide evidence for multiple components.</p>

## Component-Related Evidence and Sources

This document is designed to facilitate principal collection of evidence for support of professional practice. It identifies indicators related to each component of the Wisconsin Framework for Principal Leadership, and sources likely to contain supporting evidence. Principal professional practice is evaluated using the Wisconsin Framework for Principal Leadership, which aligns with the Professional Standards for Educational Leaders, which replaced the 2008 Interstate School Leaders Licensure Consortium (ISLLC) standards, and the Wisconsin Educator Standards for Administrators. The rubric organizes school leadership into two domains, five subdomains, and 19 components. Discussions with principals about evidence sources are appropriate for any of the components. In some cases, they are strongly encouraged or necessary for a component and are identified as such with bolded text.

Domain 1: Developing Effective Educators	
1.1 Human Resource Leadership	
1.1.1 Recruiting & Selecting	
Evidence/Evidence Source	Indicators/ "Look-fors"
<ul style="list-style-type: none"> <li>• <b>Descriptions or documents on recruitment</b></li> <li>• <b>Interview artifacts: questions, assessment description</b></li> <li>• Discussion with principal</li> <li>• School Improvement Plan (SIP)</li> </ul>	<ul style="list-style-type: none"> <li>• Recruitment methods align with educator standards and district/school priorities (WECAN position description, publications, emails, website, etc.)</li> <li>• Interview process and interview team composition</li> <li>• Interview questions address key competencies</li> <li>• Recruitment strategy targets diverse staff needs/requirements</li> <li>• The School Improvement Plan includes a structure for recruitment/selection/interview strategy</li> </ul>
1.1.2 Assignment of Teachers and Instructional Staff	
Evidence/Evidence Source	Indicators/ "Look-fors"
<ul style="list-style-type: none"> <li>• <b>Discussion with principal</b></li> <li>• <b>Staff Allocation plan</b></li> <li>• Staff working conditions survey</li> <li>• School Improvement Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers are assigned to appropriate positions</li> <li>• Student outcome data informs teacher and staff placement</li> <li>• Staff allocation plan reflects student needs</li> <li>• There is a strategy for filling positions prior to new school year</li> </ul>



<b>1.1.3 Performance Evaluation and Feedback</b>	
Evidence/Evidence Source	Indicators/ "Look-fors"
<ul style="list-style-type: none"> <li>• <b>Teacher evaluation schedule and documents</b></li> <li>• <b>Post-conference/feedback forms</b></li> <li>• <b>School walkthroughs and/or discussion with principals</b></li> <li>• Observations of principal conducting a teacher evaluation discussion with (live or video)</li> <li>• Log of observations (tracking time in classrooms both formal and informal)</li> <li>• Teacher feedback tools (Google doc, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation process has been completed</li> <li>• Frequency of classroom visits</li> <li>• Clear, consistent, and specific formative feedback given to teachers that encourages self-reflection and growth</li> <li>• Uses walkthrough data to provide feedback to teachers</li> <li>• Alignment with school goals</li> <li>• Reviews teacher evaluations for inter-rater agreement and his/her own consistency as a rater (i.e., ratings across time and for different educators)</li> <li>• Compares alignment of student achievement data (e.g., interim/benchmark data, classroom goals) and teacher observation scores</li> </ul>
<b>1.1.4 Leading Professional Learning</b>	
Evidence/Evidence Source	Indicators/ "Look-fors"
<ul style="list-style-type: none"> <li>• <b>School-wide professional development plan</b></li> <li>• <b>Observations of staff/faculty professional development meeting</b></li> <li>• School budget for professional development resources</li> <li>• Agendas and attendance for professional development offerings</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development relates to key school improvement strategies in SIP</li> <li>• Time and resources are allocated for professional development</li> <li>• Embedded professional development (opportunities for staff to engage in learning activities during school day)</li> <li>• Principal involvement/engagement in professional development activities</li> </ul>
<b>1.1.5 Distributed Leadership</b>	
Evidence/Evidence Sources	Indicators/ "Look-fors"
<ul style="list-style-type: none"> <li>• <b>School Improvement Plan</b></li> <li>• <b>Observations of team meetings</b></li> <li>• Observations of presentations at staff meetings/community meetings/school board meetings</li> <li>• Faculty/staff interviews or surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Range of staff take on instructional and content-related leadership opportunities</li> <li>• Staff in leadership roles are recognized and respected for their knowledge and skills in the role</li> <li>• Variety of staff are involved in presentations</li> <li>• Staff report opportunities exist for leadership roles</li> </ul>

## Domain 1: Effective Educators

### 1.2 Instructional Leadership

#### 1.2.1 Vision and Mission

Evidence/Evidence Sources	Indicators/ "Look-fors"
<ul style="list-style-type: none"> <li>• <b>School Improvement Plan</b></li> <li>• <b>Communication with stakeholders and parents (newsletters, website)</b></li> <li>• <b>Memos or other communication with staff</b></li> <li>• <b>School Learning Objectives</b></li> <li>• Faculty meeting agendas</li> <li>• Team meeting agendas</li> <li>• Interviews/surveys of staff and parents</li> </ul>	<ul style="list-style-type: none"> <li>• Broad involvement in the development of the mission and vision</li> <li>• Regular reflection on the implementation of the mission and vision</li> <li>• Most stakeholders and school community understand and can articulate the mission and vision</li> <li>• Agenda, communication items address mission and vision</li> </ul>

#### 1.2.2 Student Achievement Focus

Evidence/Evidence Sources	Indicators/ "Look-fors"
<ul style="list-style-type: none"> <li>• <b>Observations of following possible venues: leadership team meetings/department meetings/faculty meetings/listening sessions/parent leadership teams</b></li> <li>• <b>School Improvement Plan</b></li> <li>• Observations of RTI practices</li> <li>• Agendas for staff development meetings</li> <li>• Individual learning plans</li> <li>• Staff and community survey</li> </ul>	<ul style="list-style-type: none"> <li>• Student academic and behavioral expectations/outcomes are clear and rigorous</li> <li>• Students, staff, and community understand academic and behavioral expectations</li> <li>• Teachers differentiate instruction, analyze student work, monitor student progress, and redesign instructional programs based on student results</li> <li>• Examples of student and teacher involvement, awareness and buy-in</li> <li>• Students can clearly articulate their diverse personal academic goals</li> </ul>

#### 1.2.3 Staff Collaboration

Evidence/Evidence Sources	Indicators/ "Look-fors"
<ul style="list-style-type: none"> <li>• <b>Team meeting agendas</b></li> <li>• <b>School schedule</b></li> <li>• <b>Observations of principal during professional learning opportunities and interactions with learning teams</b></li> <li>• Interviews/discussion with teachers</li> </ul>	<ul style="list-style-type: none"> <li>• School schedule allows for regular, collaborative planning time</li> <li>• Productive use of collaborative planning time</li> <li>• Climate of collaboration and professional growth</li> <li>• Collaborative work group expectations are communicated clearly and understood by staff</li> <li>• Adequate time is created for collaborative planning</li> </ul>

<b>1.2.4 Schoolwide Use of Data</b>	
Evidence/Evidence Sources	Indicators/ "Look-fors"
<ul style="list-style-type: none"> <li>• <b>Agendas for team meetings, grade level meetings, board reports</b></li> <li>• Observations of team meetings/grade level meetings/professional learning communities</li> <li>• Board reports</li> <li>• School Improvement Plan</li> <li>• Surveys</li> <li>• Equity Audit</li> </ul>	<ul style="list-style-type: none"> <li>• Team and school improvement priorities are based on current data analysis</li> <li>• In team/grade level meetings, instructional staff regularly analyze student and group progress toward learning goals</li> </ul>
<b>1.2.5 Student Learning Objectives (Teacher SLOs)</b>	
Evidence/Evidence Sources	Indicators/ "Look-fors"
<ul style="list-style-type: none"> <li>• <b>Sample of SLOs</b></li> <li>• <b>Discussion with principal</b></li> <li>• Observations of SLO-based faculty or collaborative work group meeting</li> <li>• Staff interviews or surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Principal follows process and procedures required for teacher SLOs</li> <li>• Discussion of SLOs within faculty or collaborative work group meetings</li> <li>• SLO results are used to inform adjustments to individual, team or school improvement strategies</li> </ul>

## Domain 2: Leadership Actions

### 2.1 Personal Behavior

#### 2.1.1 Professionalism

Evidence/Evidence Sources	Indicators/ "Look-fors"
<ul style="list-style-type: none"> <li>• <b>Observations/school visits</b></li> <li>• <b>Discussion with principal</b></li> <li>• Principal memos and newsletters</li> <li>• Staff meeting agendas</li> <li>• Communication logs</li> <li>• Surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Observe positive professional and ethical behavior</li> <li>• Articulates professional and ethical behavior</li> <li>• Regularly reflects on personal practice</li> <li>• Strategies principal uses to keep informed about current education research</li> </ul>

#### 2.1.2 Time Management & Priority Setting

Evidence/Evidence Sources	Indicators/ "Look-fors"
<ul style="list-style-type: none"> <li>• <b>School Improvement Plan</b></li> <li>• <b>Faculty/team meeting observations</b></li> <li>• <b>School visits</b></li> <li>• Reports to/from district office</li> <li>• Faculty memos</li> <li>• Review of academic programs and supports</li> <li>• School schedule</li> <li>• Attendance policy and data</li> </ul>	<ul style="list-style-type: none"> <li>• Deadlines are being met</li> <li>• Appropriate timelines are set and followed</li> <li>• Interruptions of instructional time (announcements, behavioral, assemblies, etc.)</li> <li>• School schedule is well designed and runs smoothly, with learning time maximized and disruptions minimized</li> <li>• Examples of structuring time creatively to support student learning</li> </ul>

#### 2.1.3 Personal Professional Learning

Evidence/Evidence Sources	Indicators/ "Look-fors"
<ul style="list-style-type: none"> <li>• <b>School Improvement Plan</b></li> <li>• <b>Notes from observation of listening session (faculty team meetings)</b></li> <li>• Staff, parent, stakeholder surveys</li> <li>• Community engagement plan</li> </ul>	<ul style="list-style-type: none"> <li>• Community engagement plan and/or school improvement plan reflect effective community and stakeholder engagement</li> <li>• Examples of how stakeholder feedback has been used to shape personal or school priorities</li> </ul>

## Domain 2: Leadership Actions

### 2.2 Intentional and Collaborative School Culture

#### 2.2.1 School Climate

Evidence/Evidence Sources	Indicators/“Look-fors”
<ul style="list-style-type: none"> <li>• <b>Newsletter</b></li> <li>• <b>Community engagement plan</b></li> <li>• <b>Discussions with principal, staff, students and parents</b></li> <li>• <b>Positive Behavior Intervention System (PBIS)</b></li> <li>• Observations of before and after school interactions with peers/community/parents/students</li> <li>• Feedback from staff members</li> <li>• School climate survey results</li> </ul>	<ul style="list-style-type: none"> <li>• Staff feels “safe” taking initiatives and risk</li> <li>• Evidence of family outreach and family presence and participation in the school</li> <li>• Staff, family and community participation on school improvement teams</li> <li>• Principal models appreciation and respect for cultures of the school and community to create an inclusive environment</li> <li>• Principal has strategies to address instances of intolerance</li> </ul>

#### 2.2.2 Communication

Evidence/Evidence Sources	Indicators/“Look-fors”
<ul style="list-style-type: none"> <li>• <b>Newsletters, emails, correspondence with parents, community members and stakeholders</b></li> <li>• <b>Communication plan and log</b></li> <li>• <b>Social Media/School websites/Web 2.0 interactive information</b></li> <li>• Observations of presentations to community/parents/teachers/board of education</li> <li>• Interaction with peers/community/parents/students</li> <li>• School Improvement Plan</li> <li>• School climate survey</li> </ul>	<ul style="list-style-type: none"> <li>• Communication is timely</li> <li>• Communication reflects concepts related to school’s goals, needs, improvement plans, successes and failures</li> <li>• Communication includes a variety of approaches</li> <li>• Examples of how principal communicates with stakeholders from different backgrounds and perspectives</li> </ul>

#### 2.2.3 Change Management & Shared Commitment

Evidence/Evidence Sources	Indicators/“Look-fors”
<ul style="list-style-type: none"> <li>• <b>Disciplinary procedures and referrals</b></li> <li>• <b>Grievance records</b></li> <li>• <b>Positive Behavior Interventions and Supports (PBIS)</b></li> <li>• School climate survey data</li> <li>• Faculty/team meeting observation</li> <li>• Discussions with staff, students and parents</li> </ul>	<ul style="list-style-type: none"> <li>• Addresses conflict in a timely manner</li> <li>• Fairness and consistency are observed and reported in student and staff interactions</li> <li>• Staff, parents and students are appropriately engaged in conflict management</li> <li>• Brings concerns to the attention of executive and policy authorities in a timely and appropriate manner</li> </ul>

## Domain 2: Leadership Actions

### 2.3 School Management

#### 2.3.1 Learning Environment Management

Evidence/Evidence Sources	Indicators/ "Look-fors"
<ul style="list-style-type: none"> <li>• <b>School visits</b></li> <li>• <b>Crisis management plan</b></li> <li>• <b>Behavior management plan</b></li> <li>• <b>Facility Reviews</b></li> <li>• Observations of safety drills</li> <li>• Incident reports/safety record</li> <li>• Teacher handbook</li> <li>• Reports from district maintenance/custodial office</li> </ul>	<ul style="list-style-type: none"> <li>• Safe, secure and clean facility</li> <li>• Orderly, respectful passing in the halls</li> <li>• Safety plan is clear and readily accessible to staff</li> <li>• Staff understands and uses safety plan</li> <li>• Behavior expectations and rules posted</li> </ul>

#### 2.3.2 Financial Management

Evidence/Evidence Sources	Indicators/ "Look-fors"
<ul style="list-style-type: none"> <li>• <b>School budget reports and planning documents</b></li> <li>• <b>School Improvement Plan</b></li> <li>• History of budget requests</li> <li>• Fiscal review</li> <li>• Financial audits</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of needs analysis</li> <li>• Finances within budget</li> <li>• Resources reallocated to address school improvement priorities</li> <li>• Actively pursues external resources (in-kind and financial support)</li> </ul>


#### 2.3.3 Policy Management

Evidence/Evidence Sources	Indicators/ "Look-fors"
<ul style="list-style-type: none"> <li>• <b>District compliance reports</b></li> <li>• <b>Communication examples with local and state decision-makers</b></li> <li>• Attendance log from school and district meetings</li> <li>• Observations of district or other policy committee meetings</li> <li>• Examples of membership with outside committees/councils</li> <li>• Attendance at state and national conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Active involvement in principal/district level meetings</li> <li>• Communications with policy makers outside the district</li> <li>• Brings concerns to the attention of executive and policy authorities in a timely and appropriate manner</li> <li>• Strategies principal uses to keep informed about current policy issues</li> </ul>

# Appendix F

## SLO Resources

### Quality Indicator Checklist

Quality Indicators		Reflections/Feedback/ Notes for Improvement
<b>Baseline Data and Rationale</b>		
The educator used multiple data sources to complete a thorough review of student achievement data, including subgroup analysis.		
The educator examined achievement gap data and considered student equity in the goal statement.		
The data analysis supports the rationale for the chosen SLO.		
The baseline data indicates the individual starting point for each student included in the target population.		
<b>Alignment</b>		
The SLO is aligned to <a href="#">specific content standards</a> representing the critical content for learning within the educator’s grade- level and subject area.		
The standards identified are appropriate and aligned to support the area(s) of need and the student population identified in baseline data.		
The SLO is stated as a SMART goal.		
<b>Student Population</b>		
The student population identified in the goal(s) reflects the results of the data analysis.		
<b>Targeted Growth</b>		
Growth trajectories reflect appropriate gains for students, based on identified starting points or benchmark levels.		
Growth goals are rigorous, yet attainable.		
Targeted growth is revisited based on progress monitoring data and adjusted if needed.		
<b>Interval</b>		
The interval is appropriate given the SLO.		
The interval reflects the duration of time the target student population is with the educator.		
Mid-point checks are planned, data is reviewed, and revisions to the goal are made if necessary.		
Mid-point revisions are based on strong rationale and evidence supporting the adjustment mid-course.		

## Quality Indicator Checklist continued

<b>Evidence Sources</b>		
The assessments chosen to serve as evidence appropriately measure intended growth goals/learning content.		
Assessments are valid, reliable, fair, and unbiased for all students/target population.		
The evidence reflects a <a href="#">strategic use of assessment</a> .		
Progress is continuously monitored and an appropriate amount of evidence can be collected in time for use in the End-of-Cycle Summary conference. <i>(Note: The amount of evidence available may vary by educator role).</i>		
Teacher-created rubrics, if used to assess student performance, have well-crafted performance levels that: <ul style="list-style-type: none"> <li>• Clearly define levels of performance;</li> <li>• Are easy to understand;</li> <li>• Show a clear path to student mastery.</li> </ul>		
<b>Instructional (for teachers) and Leadership (for principals) Strategies and Support</b>		
Strategies reflect a differentiated approach appropriate to the target population.		
Strategies were adjusted throughout the interval based on formative practices, interim assessments, and progress monitoring data.		
Collaboration with others—teachers, specialists, instructional coaches, Assistant Principals—is indicated when appropriate.		
Appropriate professional development opportunities are addressed.		
<b>Scoring</b>		
Accurately and appropriately scored the SLO.		
Score is substantiated by student achievement data and evidence of implementation process.		



## SLO Scoring Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
<i>Goal Setting</i>	Educator set inappropriate goal(s).	Educator set goal(s) based on analysis of required or supplemental data sources.	Educator set goal(s) based on analysis of all required and supplemental data sources.	Educator set rigorous and appropriate goal(s) based on a comprehensive analysis of all required and supplemental data sources.
<i>Assessments Practices</i>	Educator consistently used inappropriate assessment practices.	Educator inconsistently used appropriate assessment practices.	Educator consistently assessed students using appropriate assessment practices.	Educator consistently assessed students using strategic, appropriate, and authentic assessment practices.
<i>Progress Monitoring</i>	Educator did not monitor personal or student evidence/data.	Educator infrequently monitored personal and student evidence/data.	Educator frequently monitored personal and student evidence/data.	Educator continuously monitored personal and student evidence/data.
<i>Reflection</i>	Educator inconsistently and inaccurately reflected on student and personal evidence/data.	Educator consistently reflected on student and personal evidence/data.	Educator consistently and accurately reflected on student and personal evidence/data and made connections between the two.	Educator consistently and accurately reflected on student and personal evidence/data and consistently and accurately made connections between the two.
<i>Adjustment of Practice</i>	Educator did not adjust practice based on evidence/data or reflection.	Educator inconsistently and inappropriately adjusted practice based on evidence/data and reflection.	Educator consistently adjusted practice based on evidence/data and reflection.	Educator consistently and appropriately revised practice based on evidence/data and reflection.
<i>Outcomes</i>	Educator process resulted in no student growth.	Educator process resulted in minimal student growth.	Educator process resulted in student growth.	Educator process resulted in exceptional student growth.
<b>Total</b>				
<b>HOLISTIC SCORE</b>				

# Appendix G

## Assistant/Associate Principal Evaluation

Assistant/Associate Principals (APs) follow a similar process to the one used by principals. There is, however, one important difference. In a Summary Year, AP educator practices are evaluated with only a portion of the components from the Wisconsin Framework for Principal Leadership (8 required components, plus additional components that fit the AP’s specific role), whereas principals are evaluated using all 19 components.

The 8 required components were identified by an AP work team as common to most AP roles and responsibilities. The other 11 components are optional. APs and their evaluators may add as many optional components as relevant to accurately reflect the job functions of the individual AP or to provide the AP with opportunities to demonstrate new competencies that will help him/her grow in his/her role and prepare for the principal-ship.

<i>Required Components:</i>	<i>Optional Components Depending on Role:</i>
<ul style="list-style-type: none"> <li>1.2.2 Student Achievement Focus</li> <li>2.1.1 Professionalism</li> <li>2.1.2 Time Management and Priority Setting</li> <li>2.1.3 Personal Professional Learning</li> <li>2.2.1 School Climate</li> <li>2.2.2 Communication</li> <li>2.2.3 Change Management and Shared Commitment</li> <li>2.3.3 Policy Management</li> </ul>	<p>If the AP evaluates teachers as part of his/her responsibilities, the following additional components are required.</p> <ul style="list-style-type: none"> <li>1.1.3 Performance Evaluation and Feedback AND</li> <li>1.2.5 Student Learning Objectives (Teacher SLOs)</li> </ul>

### *Other Optional Components:*

It is not necessary to select a minimum number of additional optional components. Evaluators and APs include the following optional components if they help to fully define the AP’s assigned responsibilities or encourage professional development.

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>1.1.1 Recruiting and Selecting</li> <li>1.1.2 Assignment of Teachers and Instructional Staff</li> <li>1.1.4 Leading Professional Learning</li> <li>1.1.5 Distributed Leadership</li> <li>1.2.1 Vision and Mission</li> <li>1.2.3 Staff Collaboration</li> <li>1.2.4 Schoolwide Use of Data</li> </ul> | <ul style="list-style-type: none"> <li>2.3.1 Learning Environment Management</li> <li>2.3.2 Financial Management</li> </ul> |
|--|---|

Evaluators of APs will collect evidence through observations and artifacts of the 8 core components, regardless of the AP’s assignment, and for any other components from the WFPL that are included in the AP’s EE Cycle.