|  |  |  |  |
| --- | --- | --- | --- |
| LDE: | Supervisor: | Date: | Time: |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| MEETING FACILITATION OBSERVATION  *Licensed District Employee* | | Not Evident | Somewhat Evident | Evident | Extraordinary | COMMENTS |
| PLAN | | | | | | |
| 1. Promotes *Learning First!* and refers to/aligns with Department Improvement Plan (P.1) | |  |  |  |  |  |
| LEAD & TRAIN | | | | | | |
| 1. Facilitator articulates goals, content, information, instructions, or expectations clearly (L.2) | |  |  |  |  |  |
| 1. Meeting is well-organized and proceeds in a logical sequence (L.6) | |  |  |  |  |  |
| 1. Facilitator constructs relevant, meaningful learning experiences or information which meets individual needs (L.4) | |  |  |  |  |  |
| 1. Participants are actively engaged or meeting is modified if they appear disengaged (L.6) | |  |  |  |  |  |
| 1. Technology supports the participants’ ability to acquire knowledge, skills, or information (L.6) | |  |  |  |  |  |
| 1. Facilitator utilizes time wisely and paces effectively (L.6) | |  |  |  |  |  |
| 1. Facilitator demonstrates interest and enthusiasm (L.6) | |  |  |  |  |  |
| 1. Learner misconceptions are corrected during meeting (L.6) | |  |  |  |  |  |
| 1. Materials are prepared and well organized (L.6) | |  |  |  |  |  |
| CHECK | | | | | | |
| 1. A variety of frequent checks for understanding are employed (C.3) | |  |  |  |  |  |
| ENVIRONMENT | | | | | | |
| 1. Facilitator positively acknowledges and interacts with all learners (E.1) | |  |  |  |  |  |
| 1. Learners are willing to ask questions without fear of negative feedback (E.1) | |  |  |  |  |  |
| 1. Facilitator is approachable (E.1) | |  |  |  |  |  |
| PROFESSIONALISM | | | | | | |
| 1. Discussion or processes demonstrate shared leadership (PRO.2) | |  |  |  |  |  |
| 1. General comments: |  | | | | | |