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| Principal: | Supervisor: | Date: | Time: |

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| STAKEHOLDER MEETING  or PRESENTATION OBSERVATION  *Principal* | | Not Evident | Somewhat Evident | Evident | Extraordinary | COMMENTS |
| PLAN | | | | | | |
| 1. Promotes *Learning First!* and refers to/aligns with SIP (P.1) | |  |  |  |  |  |
| LEAD & TRAIN | | | | | | |
| 1. School leader articulates learning goals, content, information, instructions, or expectations clearly (L.2) | |  |  |  |  |  |
| 1. Presentation/meeting is well-organized and proceeds in a logical sequence (L.6) | |  |  |  |  |  |
| 1. School leader constructs relevant, meaningful learning experiences or information which meets individual learner needs (L.4) | |  |  |  |  |  |
| 1. Learners are actively participating or presentation is modified if learners appear disengaged (L.6) | |  |  |  |  |  |
| 1. Technology supports the learner’s ability to acquire knowledge, skills, or information (L.6) | |  |  |  |  |  |
| 1. School leader utilizes time wisely and paces effectively (L.6) | |  |  |  |  |  |
| 1. School leader demonstrates interest and enthusiasm (L.6) | |  |  |  |  |  |
| 1. Learner misconceptions are corrected during instruction (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. School leader positively acknowledges and interacts with all learners (E.1) | |  |  |  |  |  |
| 1. Learners are willing to ask questions without fear of negative feedback (E.1) | |  |  |  |  |  |
| 1. School leader is approachable (E.1) | |  |  |  |  |  |
| PROFESSIONALISM | | | | | | |
| 1. Discussion or processes demonstrate shared leadership (PRO.2) | |  |  |  |  |  |
| 1. General comments: |  | | | | | |