

Assistant Principal, Intern:

Supervisor:

Date:

Time:

STAKEHOLDER MEETING or PRESENTATION OBSERVATION <i>Assistant Principal, Intern</i>					Not Evident	Somewhat Evident	Evident	Extraordinary	COMMENTS
PLAN									
1. Promotes <i>Learning First!</i> and refers to/aligns with SIP (P.1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
LEAD & TRAIN									
2. School leader articulates learning goals, content, information, instructions, or expectations clearly (L.2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
3. Presentation/meeting is well-organized and proceeds in a logical sequence (L.6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
4. School leader constructs relevant, meaningful learning experiences or information which meets individual learner needs (L.4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
5. Learners are actively participating or presentation is modified if learners appear disengaged (L.6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
6. Technology supports the learners' ability to acquire knowledge, skills, or information (L.6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
7. School leader utilizes time wisely and paces effectively (L.6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
8. School leader demonstrates interest and enthusiasm (L.6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
9. Learner misconceptions are corrected during instruction (L.6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
10. Materials are prepared and well organized (L.6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
CHECK									
11. A variety of frequent checks for understanding are employed (C.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
ENVIRONMENT									
12. School leader positively acknowledges and interacts with all learners (E.1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
13. Learners are willing to ask questions without fear of negative feedback (E.1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
14. School leader is approachable (E.1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
PROFESSIONALISM									
15. Discussion or processes demonstrate shared leadership (PRO.2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
16. General comments:									