Staff Meeting Observation Template- Medford School District

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| **Performance Level** | | | | |
| Indicators | Distinguished | Effective | Developing | Ineffective |
| Is prepared and ready for the meeting. Exhibits high standards of written and oral communication. | Has prepared an organized and developed agenda and circulated it in advance. All materials are thoughtfully and accurately prepared and delivered. Presentation has excellent structure and the delivery honors adult learning theory. | Has an organized and developed agenda. Materials are available and clear. Presentation is structured and delivered well. Adult learning theory was considered. | Agenda is unorganized and undeveloped. Materials may be lacking.  Documents may contain poor grammar or style and presentation is adequate. Does not seem to be thought into including adult learning theory into the presentation. | Has no agenda and is unorganized in preparation. Documents may not have purpose or be accurate.  Presentation is poorly delivered. Adult Learning theory practices not evident. |
| Ensures teacher and organizational time is focused to support quality instruction and student learning in a collaborative environment where staff are engaged | The purpose of the meeting is clearly stated with few w unproductive or unnecessary digressions. Team building processes are in use and team members understand their roles and expectations. Team appears cohesive and  organized. Staff are highly engaged. | Purpose of the meeting is stated and agenda is followed. Team building processes are clear apparent. Staff are engaged in the meeting. | Purpose of the meeting is discernible but not clearly stated and the agenda may not be consistently followed. Some team processes are apparent by underdeveloped. Most staff are engaged in the meeting. | Demonstrates no understanding of the purpose of the meeting. Little or no team building apparent. Engagement of staff is lacking. |
| Exhibits Leadership  Qualities | Applies lea der ship te chniques such as displaying leadership confidence, listening and accepting feedback and demonstrating respect for diverse points of view effectively to maintain the focus and progress of the meeting and help participants develop a concrete course of action. | Applies leadership techniques, such as displaying leadership confidence, listening and accepting feedback and demonstrating respect for diverse points of view.  Maintains focus and progress of the meeting with mostly positive impacts. | Attempts to use leadership technique s, such as displaying leadership confidence, listening and accepting feedback and demonstrating respect for diverse points of view.  Attempts may have little impact and/roles and responsibilities within a course of action are not clear. | Demonstrates little understanding of how leadership techniques can be used to engage staff. May show disrespect for the ideas or suggestions of one or more staff members and there is no course of action. |

Medford School District 549C

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