

Tool: Faculty Meeting Evaluation**Rationale:**

To provide instructional leaders with criteria for planning effective faculty/staff meetings and for collecting data about the observations of attendees at the meeting

Suggested Uses:

- Instructional leaders can use the meeting criteria to select methods for achieving meeting objectives.
- Staff members can provide instructional leaders with feedback about the extent to which the meeting was effective.

Faculty or Staff Meeting Evaluation

Meeting Characteristics	Yes	No
Before the Meeting		
1. Arrangements were made for time, place, and meeting needs.		
2. All participants were clearly informed of the meeting in advance.		
3. The purpose/focus of the meeting was clearly communicated to all attendees.		
During the Meeting		
1. The meeting began at the announced time.		
2. The objectives of the meeting were announced and displayed.		
3. The agenda was announced, clarified, and followed.		
4. Order was maintained and processes were followed.		
5. There was an honest, open, and respectful atmosphere.		
6. Repetition was limited and/or used to achieve the objectives.		
7. All participants were encouraged to participate.		
8. Participants were encouraged to state their own points briefly and were not dominating the meeting or conversations.		
9. The purpose of the meeting was focused on student learning.		
10. The participants worked collaboratively.		
11. Consensus and compromise were used to make needed decisions.		
12. There were no verbal or nonverbal distractions that made the meeting less efficient and effective.		
13. There was enough time to do a good job in accomplishing the meeting objective(s).		
14. Time was used efficiently and NOT too much time was taken to accomplish the objectives.		
15. The participants had enough information and background data to accomplish the objectives of the meeting.		
16. All necessary staff and resource people were present at the meeting.		
17. The meeting concluded in a timely fashion and the next steps and/or responsibilities were clear.		
After the Meeting		
1. Clear records of the meeting were developed, maintained, and available for review.		
2. There was accountability for assignments made during the meeting.		
Participants . . .		
1. demonstrated positive body language and voice tone.		
2. respect for other's opinions and rights of others was evident.		
3. spoke clearly, briefly, and in control.		
4. were focused on student learning and the greater good of students and the school.		
5. avoided repeating themselves and dominating.		
6. followed established procedures.		
7. accepted decisions in a mature and productive manner.		
8. left differences of opinion in the room.		
9. followed the established norms for school meetings.		
10. followed up on assigned tasks and responsibilities announced in the meeting.		

Adapted from an unpublished conference handout (Berholz and Wessels 1992)