

Facilitator's Name: Adriana IzquierdoReviewed by: SelfDate: April 23, 2018Please circle (or indicate in some way) the reason in which you are using this form: Peer-evaluation or Self-evaluation**GROUP FACILITATION SKILLS EVALUATION**

Rate the group facilitator using the following scale:

N/A = not applicable 0 = Unsatisfactory 1 = Needs Improvement 2 = Acceptable/ Average 3 = Above average/ Excellent

Sequential Skills <i>(order may vary as long as it is conducive to session flow)</i>	<i>Not Applicable</i>	<i>Unsatisfactory</i>	<i>Needs</i>	<i>Acceptable/Av</i>	<i>Above Average</i>	Comments / Feedback <i>(If this form is being used for self-evaluation, please provide your self-corrections in this section).</i>
						First Session Only
Names / Introductions	N/A	0	1	2	3	(Done as a group) I feel that I demonstrated this very well. When we introduced ourselves we made it fun so that everyone would enjoy getting to know each other.
Clarifies Facilitator Role	N/A	0	1	2	3	(Done as a group) I demonstrated this by clarifying our role to the students and ensuring they understood our purpose there.
Discusses Purpose of the Group	N/A	0	1	2	3	(Done as a group) We explicitly explained the reason we were there.
Establishes Group Rules with Group Input	N/A	0	1	2	3	(Done as a group) We allowed the students to make the rules while guiding them in the process to ensure the rules were beneficial.
All Sessions						
Warm Start to Group Session	N/A	0	1	2	3	I do not feel that the start of my session was particularly warm. I feel like I went straight into the disclosure of my audio recording. If I could change it I would say something like "Hey guys, how was your week?" Then I would allow them to share

						before we proceed to the session. I feel like this would allow the students to talk a little before the session began.
Reviews Agenda for Session	N/A	0	1	2	3	I read over the different areas we would cover in the session.
Reminds Members of Group Rules	N/A	0	1	2	3	I did this in the beginning, right after I gave the audio recording disclosure.
Leads Icebreaker Activity	N/A	0	1	2	3	Although I engaged the students in the questions I asked, I did not have an icebreaker in the beginning. If I could do it again, I would have an icebreaker that could relate to the topic so that students could have the opportunity to smooth into the material.
Develops Session Content Proficiently	N/A	0	1	2	3	I was knowledgeable about my topic. I feel that I developed the topics covered efficiently. However, due to time I feel that the last two or three topics of the sessions were rushed. I need to learn how to develop a session in a short amount of time.
Implements a Variety of Group Engagement Methods	N/A	0	1	2	3	I incorporated some visual assistance by using a picture to help the students understand the importance of understanding their parent's perspectives. I also used games to allow them to have fun while learning the importance of engaging when completing the activity.
Ends Session	N/A	0	1	2	3	I feel I demonstrated this very well. When ending the session I asked the students if they had any questions about this session and also asked for their likes and dislikes of the session. Then I introduced Rebecca as our next facilitator and thanked them for their time and attention.

Skills Demonstrated Throughout

Paraphrasing - Reflecting Content and Feelings	N/A	0	1	2	3	I paraphrased what students said and reflected content. However, due to the group environment, it was difficult for me to observe their body language and reactions to my comments. This hindered proper reflection of feelings.
Empathy	N/A	0	1	2	3	I demonstrated understanding for other's feelings

						and did not judge anyone or react unkindly to their comments.
Encourages Members to Share	N/A	0	1	2	3	I encouraged members to share by passing a ball around for everyone to have an opportunity to speak. When I asked questions, I had the ball go around to make sure that every one spoke, and to balance airtime.
Positively Handles Disruptive Behavior (if applicable)	N/A	0	1	2	3	I did this by redirecting focus from the students who wanted the attention. I also summarized what the over sharer said in order to let him know it was other's time to speak. However, while listening back to my recording I realized that while the group got loud I got loud as well and I realize that is something I need to improve on. Instead of getting loud I should be silent and wait for them to realize the silence and then they would quiet down.
Exemplifies Positive Demeanor and Energy	N/A	0	1	2	3	I was friendly and non judgmental. I turned into negative into something positive, and I did not get upset when the students got louder.
Balances "Air Time" Appropriately	N/A	0	1	2	3	I did this by using a ball to go around when the students spoke and by asking everyone to answer questions asked.
Facilitators Seems Prepared to Lead the Session	N/A	0	1	2	3	I was prepared will my materials and the information I wanted to cover. I had a clear idea of how I wanted to execute my session.

Group Session Preparation

Leader Arrives Early & Prepared (with handouts/props, etc., arranges room in a group friendly manner, etc.)	N/A	0	1	2	3	We arrived 5-10 minutes early each session. For this session I has all the handouts I wanted to give. The room was arranged in a circle to create a nice environment.
Facility is Arranged Back to Original Order (chairs, lights off, etc.)	N/A	0	1	2	3	Once we were done with the session, we put everything back where we found it. All the desks were rearranged to their original places.
Leader Heeds Allotted Time for Session	N/A	0	1	2	3	Every student had an equal amount of sharing time.

Overall Feedback (*use for BOTH peer and self-evaluations. Be specific and detailed.):*

Strengths (*What went well? What are the leader's strengths?, etc.):*

One of the things that worked very well was the ball idea. The students expressed that they liked using this. I liked this because it is better than raising your hand, which might make students feel like they are in a classroom. I believe my strengths are my ability to speak in front of people without being nervous. This allowed me to be comfortable when speaking to the students.

Recommendations (*What are some things the leader can improve on or skills they may want to further develop? What are some suggestions you can provide the leader on ways to improve his/her group facilitation skills? Be specific and detailed.):*

I believe that I need to improve on my tone and voice volume. I do not realize when I raise my voice. When people get louder my voice automatically does so as well without me noticing. I also need to improve on co-facilitating. Without realizing it I tend to take over when others are struggling or at least when I think they're struggling. I should learn to let others figure it out without interfering.