Facilitator's Name: <u>Karissa Goodman</u>   Reviewed by: <u>Karissa Goodman</u>   Date: <u>4/22/18</u>

Please circle (or indicate in some way) the reason in which you are using this form: <u>Peer-evaluation</u> *or* ==***Self-evaluation***==

GROUP FACILITATION SKILLS EVALUATION

Rate the facilitator using the following scale: N/A= not applicable; 0= Unsatisfactory; 1 = needs improvement; 2= acceptable/average; 3=above average/excellent

Sequential Skills (order may vary as long as it is conducive to session flow)

First Session Only						**Comments** *(If this form is being used for self-evaluation, please provide your self-corrections in this section)*
Names / Introductions	**N/A**	0	1	2	3	
Clarifies Facilitator Role	**N/A**	0	1	2	3	
Discusses Purpose of the Group	**N/A**	0	1	2	3	
Establishes Group Rules with Group Input	**N/A**	0	1	2	3	

All Sessions

Warm Start to Group Session	N/A	0	1	**2**	3	Opens with reminding students that the group will be recorded. I gave the students the opportunity to ask a personal questions to get to know me better. I could have started off this group session by saying something like "Why don't we all go around and say what our favorite part about the weekend was?" to have more group involvement and make everyone feel included.
Reviews Agenda for Session	N/A	**0**	1	2	3	I did not review my agenda with the group for this session. I shared my plans with my support facilitators, but not with the students. By saying "Today we are going to do some activities and have discussions that have to deal with our topic of the day: Motivation" I would have let the students know what the agenda for the session was.
Reminds Members of Group Rules	N/A	0	1	2	**3**	I delegated the duty of reviewing group rules to my support facilitator and called on certain kids to recite the rules from their memory. I also reviewed confidentiality with the students so that they all understood. To improve this, I could have created a little activity or had

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	N/A	0	1	2	3	a "prize" for the students who could remember the rules we had previously created.
Leads Icebreaker Activity	N/A	0	1	2	**3**	I had the students and facilitators form a circle and then I explained what the game was as well as demonstrated it. Throughout the activity I adjusted the game to fit the needs of the students that I saw. Later in the game I shortened the saying to just "bippity bop" when I saw some students struggling. Maybe I should have explained the rules of the activity before I had the students form the circle. I noticed that once I had everyone stand up, it got a little more rowdy.
Develops Session Content Proficiently	N/A	0	1	2	**3**	I tied the ice breaker activity into the discussion that we had on challenges. My content flowed smoothly and I believe that I connected everything appropriately and that I was proficiently prepared for this session. I had my notes with me, but I also followed the direction in which discussion took us. To improve, I could have shared my notes with my support facilitators so that they could have followed along with me and knew where I was going with my questions and content.
Implements a Variety of Group Engagement Methods	N/A	0	1	2	**3**	I began group off with our "personal question" activity, had an opening icebreaker game, discussion topics and questions, and closed the session by playing a game that tied everything together.
Ends Session	N/A	0	1	2	**3**	To end this session, I had the students split into two teams to compete in a game. The winners received a piece of candy, and so did the team who did not win. I then called everyone back to the circle to close. I ended this group by saying that we had some announcements to make about the next session. I had Dylan introduce his topic for the next session and announced that we would be having a pizza

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					party for them. I also asked if the students had any questions or remarks that they had about the session. The students had more questions about the pizza party, rather than about the group session. We also gave the students the opportunity to tell us how they were liking the group so far. And I asked the students if they thought we were meeting their expectations so far in this group. To improve the ending, I wish I would have given a short summary about what we had discussed throughout this session. Something like "Sometimes it is hard to stay motivated. But like we have talked about today, when life throws us hard challenges and we just feel like giving up, keeping that end goal in mind can be that positive motivation that we need in order to keep going."

Skills Demonstrated Throughout

Skill	N/A	0	1	2	3	Comments
Paraphrasing - Reflecting Content and Feelings	N/A	0	**1**	2	3	When reviewing my audio content, I did not hear myself paraphrasing that much. After some answers that students would give, I would paraphrase their answers and turn it into a question.
Empathy	N/A	0	1	**2**	3	I demonstrated empathy more with my facial expressions and body language rather than with my words in this session. To improve on this, when the student mentioned that her friend had recently died, I could have said "Wow (insert name), I cannot even begin to imagine what you must be going through or feeling right now. Thank you so much for sharing that with us at group today."
Encourages Members to Share	N/A	0	1	2	**3**	Whenever a student would give a one worded answer to the question, I would ask them "Can you elaborate for me a little on that?"

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						To improve this skill, I could have paraphrased what the students had said, and then asked a question about it. For example, when the student answered that life was the most challenging thing, I could have stated "So (insert name) you are saying that life is something that is very challenging for you, if you could name one thing about life that challenges you the most, what would it be?"
Positively Handles Disruptive Behavior (if applicable)	N/A	0	1	**2**	3	Before this session, I had met with my support facilitators and discussed that I would like them to help me with disruptive behavior. So while I was leading the session, my support facilitators were handling disruptive behaviors. I did however remind the students to be respectful to each other and that we should follow the group rules.
Exemplifies Positive Demeanor and Energy	N/A	0	1	2	**3**	My tone of voice is very positive and uplifting throughout the session. I believe that I laughed at appropriate times and also became more quiet and solemn with the mood called for it.
Balances "Air Time" Appropriately	N/A	0	1	2	**3**	In order for our more quiet kids to have a chance to share, I tried to have us go around in a circle and have everyone answer the questions. This worked better than asking "who would like to share?" At the end of my session, I noticed that time was running out and we did not have enough time for everyone to go around and share an answer. So I called on a couple students to share. At the beginning of the session when I was asking for a personal question, I could have called on a quieter student to see if they had a question rather than defaulting to our two talkative students.
Facilitators Seems Prepared to Lead the Session	N/A	0	1	2	**3**	I believe that I seemed very prepared to lead this session. I had my session notes with me and had a game plan of where I wanted this session to go.

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Group Session Preparation

	N/A	0	1	2	3	
Leader Arrives Early & Prepared *(with handouts/props, etc., arranges room in a group friendly manner, etc.)*	N/A	0	1	2	**3**	I arrived 15 minutes early to set up the chairs in a circle and prepare myself for the group session.
Facility is Arranged Back to Original Order *(chairs, lights off, etc.)*	N/A	0	1	2	**3**	After the session, we had everyone put their chairs away and pick up any garbage that they might have left on the floor.
Leader Heeds Allotted Time for Session	N/A	0	1	2	**3**	I finished our session promptly at 11:45 am and sent the students back to their classroom.

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

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

I believe that one of my biggest strengths for this session was being adequately prepared. I had gone over my material and knew what I was going to do in the session before it even began. I also believe that having everyone go around in a circle and share their answer to the question made the students feel more involved and gave everyone a chance to speak and share what was on their mind.

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.):*

After evaluating myself, I would definitely paraphrase and summarize more. These students gave some deep answers and I could have gone off of those answers. I also would show more empathy with these students. I should have also separated some students from each other to kind of control the disruptive behavior that did occur during this session.