

Facilitator's Name: \_\_\_\_\_ Reviewed by: Savannah G. Date: 4/23/17

Please 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 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)

<b>First Session Only</b>						<b>Comments</b> (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	Not the first session
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	
Reviews Agenda for Session	N/A	0	1	2	3	This did not occur during the time specified for review
Reminds Members of Group Rules	N/A	0	1	2	3	This did not occur within the time specified for review
Leads Icebreaker Activity	N/A	0	1	2	3	She had the students go around the room sharing, but I could not tell exactly what was going on due to poor audio quality. It seems like the activity was about sharing what the members did that weekend.
Develops Session Content Proficiently	N/A	0	1	2	3	I am not sure what the lesson was this day, or which session it was. I think it may have been the last session, in which case, there was no lesson.
Implements a Variety of Group Engagement Methods	N/A	0	1	2	3	The group was heard engaging in a variety of engaging activities, such as Pictionary.

Ends Session	N/A	0	1	2	3	
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### Skills Demonstrated Throughout

Paraphrasing - Reflecting Content and Feelings	N/A	0	1	2	3	I am not sure if this occurred because the students' voices were undiscernible.
Empathy	N/A	0	1	2	3	
Encourages Members to Share	N/A	0	1	2	3	
Positively Handles Disruptive Behavior (if applicable)	N/A	0	1	2	3	
Exemplifies Positive Demeanor and Energy	N/A	0	1	2	3	
Balances "Air Time" Appropriately	N/A	0	1	2	3	
Facilitators Seems Prepared to Lead the Session	N/A	0	1	2	3	

### Group Session Preparation

Leader Arrives Early & Prepared ( <i>with handouts/props, etc., arranges room in a group friendly manner, etc.</i> )	N/A	0	1	2	3	I do not know if this occurred
Facility is Arranged Back to Original Order ( <i>chairs, lights off, etc.</i> )	N/A	0	1	2	3	I do not know if this occurred
Leader Heeds Allotted Time for Session	N/A	0	1	2	3	The overall video length was 40 minutes, which leads me to believe that the leader respected the session time.

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

Overall, [REDACTED] seemed well prepared to lead the session and was enthusiastic. My only complaint is that I could not understand what was going on for the majority of the video. It was even hard to understand [REDACTED] most of the time. This made it hard to accurately peer review the session.

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

██████ is enthusiastic and had many fun activities planned for the students. The classroom seemed generally quiet when necessary because the members responded well to her.

**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.*):

██████ should work on providing more empathy and paraphrase what the members said. Additionally, she should include an overview of the session and remind members of the group rules at the beginning of the session. She may have done this, but it was not in the part that I was supposed to review.

Facilitator's Name: Savannah Reviewed by: Savannah Date: 4/23/17

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### 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)

<b>First Session Only</b>						<b>Comments</b> ( <i>If this form is being used for self-evaluation, please provide your self-corrections in this section</i> )
Names / Introductions	N/A	0	1	2	3	Not the first session
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	
Reviews Agenda for Session	N/A	0	1	2	3	I detailed what we would do for the lesson, including noting that after today we only had two sessions left.
Reminds Members of Group Rules	N/A	0	1	2	3	I referred back to the group rules when the students were becoming too rowdy for the activity.
Leads Icebreaker Activity	N/A	0	1	2	3	My icebreaker activity included talking about why we have enjoyed coming to group so far. It was nice to hear the student's feedback and concerns.
Develops Session Content Proficiently	N/A	0	1	2	3	I think that I had a great session planned out and the students seemed to grasp the content that I was trying to get across.
Implements a Variety of Group Engagement Methods	N/A	0	1	2	3	I implemented a variety of methods to engage the students, but I could have done more by including a video in to part of the lesson content. However, the set up of the classroom we were in would not have been conducive for a video.
Ends Session	N/A	0	1	2	3	I accidentally ended the session early, so the ending was more rushed than I had planned for. However, I still
						summarized the session and did everything right in that manner.

**Skills Demonstrated Throughout**

Paraphrasing - Reflecting Content and Feelings	N/A	0	1	2	3	Each time a student shared their thoughts, I made sure I understood them by paraphrasing what they had said to make sure they agreed.
Empathy	N/A	0	1	2	3	There was not much room for this. I could have tried harder to be more empathetic.
Encourages Members to Share	N/A	0	1	2	3	I had the members share by going around in a circle to encourage the participation of all members.
Positively Handles Disruptive Behavior (if applicable)	N/A	0	1	2	3	When we were coming back to our seats from an activity, the students were particularly noisy, and I had to get the next activity ready and couldn't handle the disruption and the activity at the same time.

Exemplifies Positive Demeanor and Energy	N/A	0	1	2	3	
Balances "Air Time" Appropriately	N/A	0	1	2	3	
Facilitators Seems Prepared to Lead the Session	N/A	0	1	2	3	I felt very prepared to lead this session.

### Group Session Preparation

Leader Arrives Early & Prepared ( <i>with handouts/props, etc., arranges room in a group friendly manner, etc.</i> )	N/A	0	1	2	3	
Facility is Arranged Back to Original Order ( <i>chairs, lights off, etc.</i> )	N/A	0	1	2	3	
Leader Heeds Allotted Time for Session	N/A	0	1	2	3	I accidentally ended the session a few minutes early, but Michelle stopped me and we talked about the upcoming party with the extra time.

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

Overall, I believe that my session was well planned and executed. The content was developed proficiently and was easy to understand and follow by the students. Each activity planned, even the icebreaker, contributed to the session in some way.

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

I think the strengths of my session include its well organized content and themed activities. The activities contributed to the lesson in a way that facilitated learning for 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 think the biggest thing I could have done better was to be more aware of what time the session was supposed to end. I got so caught up in the session that I got mixed up about the time.

Additionally, there was not a lot of empathy. Empathy is something that I have noticed is lacking on a couple of my peer evaluations. I should work harder in the future to include empathy into group session, even if it does not seem necessary for the activity that is going on.

I should also not let the session activities consume my attentions to the point that I am unable to handle the students as well as set up for the next activity. This is something I will have to work on with time.