

**FACILITATOR EVALUATION FORM**

Class Name/Facility:	Date of Session Observed:	Session Observed:
Class Facilitator(s):	Length of Session:	Number of Participants:

*Exceeds Expectations(2) Performance is better than expected for the task; Meets Expectations(1) Performance is expected for the task; Below Expectations(0) Performance is below the level expected for the task.*

FACILITATION EVALUATION	Exceeds	Meets	Below	COMMENTS
1. Provides information to the group in a clear and concise manner.				
2. Maintains objectivity.				
3. Follows outline and session topics for group.				
4. Is prepared for the lesson (flip chart, handouts prepared, skill cards).				
5. Incorporates homework review (Do participants report out on homework verbally/in writing?).				
6. Correctly Models/Demonstrates skill first to participants: Discusses steps of skill				
Models steps correctly				
Processes model				
7. Involves all participants by practice of skills and role plays.				
8. Provides constructive feedback to participants.				
9. Addresses and/or corrects anti-social behavior immediately.				
10. Provides appropriate rewards for pro-social behavior in classroom setting.				
11. Class started when scheduled.				
12. Class ended when scheduled.				
Totals				Overall score =

**Areas of Strength:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Areas for training or growth:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Recommendations:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Evaluator Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Facilitator Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Note Page:**

# FACILITATOR EVALUATION FORM

## Scoring Guidelines

**Below Expectations(0)** Performance is below the level expected for the task.

**Meets Expectations(1)** Performance is expected for the task;

**Exceeds Expectations(2)** Performance is better than expected for the task

;

### 1. Provides information to the group in a clear and concise manner.

- Below: Misses objectives of the lesson; complicates the lesson.
- Meets: Covers objectives of the lesson; teaches the lesson without complications, as it is written. Clearly explains each step of the social skill.
- Exceeds: Connects previous lesson and major message with lesson being taught. Provides extra explanation as needed while still maintaining program integrity.

### 2. Maintains objectivity.

- Below: Laughs at thoughts, abbreviates thoughts, reacts to thoughts, labels thoughts as good, bad, positive, negative. Making inappropriate comments to clients or being judgmental.
- Meets: Treats thoughts as pure information. Is non-judgmental.
- Exceeds: Maintains objectivity with every thought presented and in every activity, homework, role play. Utilizes respectful language, tone of voice, eye contact and active listening skills.

### 3. Follows outline and session topics for group.

- Below: Does not cover every activity, skips paragraphs. Routinely does not follow correct feedback order written in manual; co-actor, class, main actor, facilitator.
- Meets: All activities covered as written (facilitator catches activity not covered and goes back to it)
- Exceeds: Connects previous lesson and major message with lesson being taught. All activities covered in the correct order.

### 4. Is prepared for the lesson (flip chart, handouts prepared).

- Below: Missing overheads; does not have charts made before class; does not have charts that were to be saved from previous lessons; does not have all the handouts
- Meets: Has all required materials needed to teach lesson.

### 5. Incorporates homework review (Do participants report out on homework verbally/in writing?).

- Below: Homework not reviewed; not all clients report out on homework; clients that come to class without homework are not asked to do it verbally.
- Meets: All clients report out on homework
- Exceeds: Feedback and corrections are made as clients are reporting out on homework. For example: feedback given that their problem description was done incorrectly.

**6. Correctly Models/Demonstrates skill first to participants.****Social Skill Lessons:****A. Discusses Steps of Skill**

- Below: steps are only read out loud with no explanation; each step not broken down regarding how to perform the step
- Meets: each step verbally discussed in depth
- Above: each step discussed in depth, using the board to write out specifics (ie Understanding the feelings of Others: step 4 phrases to use put on board, ways explained regarding I could say or I could say)

**B. Models Steps Correctly**

- Below: model done incorrectly; script not used; co-actor not given directions on how to assist with modeling display or given script to use
- Meets: script used for model; model done perfect; could tell facilitator was reading from script.
- Above: model done perfectly and realistically (facilitator had script memorized and used it without looking like they were reading from it); facilitator set up modeling with a client prior to group starting and modeling was practiced.

**C. Process Model**

- Below: model not processed at all; facilitator did not read entire step when asking if step was done in modeling display; facilitator accepted “yes” without evidence from class if the step was done correctly.
- Meets: model processed according to manual
- Above: model processed according to manual, connected how using the skill maximized positive and minimized negative response from others.

**Cognitive Self Change Lessons:**

- discusses steps of skill: done by following Activities in manual teaching the cognitive self change step
- Model Steps correctly  
L 6-modeling is done using PO/Client skit  
L7-9 modeling is done using Out of Area  
L 10 steps of check in are taught but not modeled.
- Process Model: uses book to correctly process in class model.

**Problem Solving Lessons:**

- discusses steps of skill: done by following Activities in manual teaching the problem solving skill
- Model Steps correctly: L 16-Breakfast Club, L 17-uses Women’s Problem; rest of lessons-uses Shewan
- Process Model: uses book to correctly process in class model; charts correctly

**7. Involves all participants by practice of skills and role plays.**

- Below: Not all clients role play or complete required in group activity. Steps not processed for each role play. Feedback not given on incorrect steps. Facilitator not involved in set up of each role play and does not guide main actor to instruct co-actor how to role play. Role play not cut if off course.

CSC: TR lists after thoughts; client not final authority; Each T/F/B not asked specific questions in lesson to apply risk and apply new thinking.

PS: instructions not given on how to complete in class activity;

- Meets: All clients role play and complete required activities. Steps assigned prior to role play and processed for each role play. Facilitator follows manual to set up role, conduct and process role play. CSC: follows manual; each client correctly writes TR and applies steps of cog self change  
PS: in class activity conducted per the manual.
- Exceeds: All clients role play until “perfect” and facilitator is very supportive and encouraging during the process. Role plays are set up with assistance of facilitator.

CSC: manual followed, clearly connects how thinking leads to behavior; client final authority;

## **8. Provides constructive feedback to participants (not including role plays).**

- Below: Does not provide feedback to clients who complete activities incorrectly or who give incorrect answers.
- Meets: Provides feedback to clients who complete activities incorrectly or who give incorrect answers. This is done in a manner conducive to learning.
- Exceeds: Feedback is empathetic and constructive. Facilitator has client self correct versus giving client correct answer.

## **9. Addresses and/or corrects anti-social behavior immediately.**

- Below: Facilitator does not address/correct/recognize anti-social behavior.
- Meets: Facilitator recognizes and immediately redirects anti-social behavior (can be done after group depending on situation and circumstances)
- Exceeds: Facilitator addresses every instance of anti-social behavior and corrects/redirects in such a way as to not shut down the group process.

## **10. Provides appropriate rewards for pro-social behavior in classroom setting.**

- Below: Does not reward pro-social behavior.
- Meets: Does facilitator recognize and properly reward clients who exhibit pro-social behavior. Uses consistent verbal praise but does not connect to specific behavior (ie very good, great job, well done).
- Exceeds: Facilitator finds every opportunity to reward and does not limit rewards to exceptional behavior. Is creative in use of rewards (varies verbal praise, or utilizes other creativity within boundaries of facility/agency to reward). Connects specific praise to behavior (very good connecting this concept to concept taught in TE; great job identifying specific high risk thought that you recognize you need to pay close attention to).

## **11. Class started when scheduled.**

- Below: Class does not start on time.
- Meets: Class begins on time.

## **12. Class ended when scheduled.**

- Below: Class ends earlier than scheduled time or runs over due to facilitator’s poor time management.
- Meets: Class ended when scheduled with all activities completed.