

**THINKING FOR A CHANGE  
FACILITATOR OBSERVATION FORM**

<b>Institution/Region:</b>	<b>County:</b>	<b>Lead Facilitator:</b>	<b># Groups:</b>	<b>Co-Facilitator:</b>	<b># Group:</b>
<b>Date Observed:</b>	<b>Lesson # and Title:</b>			<b># of Sessions Weekly:</b>	
<b># of Class Participants:</b>	<b>Observer:</b>		<b>Start Time:</b>	<b>End Time:</b>	

*Exceeds Expectations (3) Performance is better than expected for the task; Meets Expectations (2) Performance is expected for the task; Below Expectations(1) Performance is below the level expected for the task.*

FACILITATION EVALUATION	Exceeds -3	Meets - 2	Below - 1	N/A -0	COMMENTS
1. Two facilitators present.					
2. Attendance sheet maintained.					
3. Is prepared for the lesson (flip chart, overheads and handouts prepared).					
4. Incorporates homework review (Do participants report out on homework verbally/in writing?).					
5. Correctly Models/Demonstrates skill first to participants.					
6. Involves all participants by practice of skills and role plays.					
7. Provides constructive feedback to participants.					
8. Provides appropriate reinforcement for pro-social behavior in classroom setting.					
9. Addresses issues of non-compliance immediately (e.g. no homework, late, unprepared).					
10. Identifies/corrects anti-social behavior immediately.					
11. Provides information to the group in a clear, concise manner.					
12. Maintains objectivity/ non-judgmental.					
13. Follows manual for the group.					
<b>Totals</b> (sum of points in each category)					

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

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

General Observations: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Evaluator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**PLEASE FORWARD THE COMPLETED FACILITATOR EVALUATION FORM TO THE CLINICAL DIRECTOR WITHIN 36 HOURS OF THE SESSION**

**Log Review – TO BE COMPLETED BY CLINICAL DIRECTOR OR DESIGNEE**

Date Received by Clinical Director: \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Clinical Director Signature

\_\_\_\_\_  
Clinical Director Print Name

# THINKING FOR A CHANGE FACILITATOR EVALUATION FORM

## Scoring Guidelines

In the header section, the “Lead Facilitator” should be identified by the facilitator and is the one who takes the lead in most activities and ensuring students remain on track. “Groups Completed” is the number of groups each facilitator has completed in its entirety (22 lessons) since completing T4C Facilitator Training. This should be a number and not a general comment such as “several times.” A concrete number should be provided, even if the facilitator is not sure.

**Not Applicable (0)** Item being rated is not applicable to lesson.

**Below Expectations(1)** Performance is below the level expected for the task.

**Meets Expectations(2)** Performance is expected for the task;

**Exceeds Expectations(3)** Performance is better than expected for the task;

### 1. Two facilitators present.

- **Below:** Only one instructor was present during the session.
- **Meets:** Two instructors present, but only one was actively involved in the lesson.
- **Exceeds:** Two instructors present and both were actively involved in presenting the information in a clear and concise manner.

### 2. Attendance sheet maintained.

- **Below:** No record of is maintained of who attended the class.
- **Meets:** Attendance is tracked on an appropriate tracking sheet for each session held.
- **Exceeds:** Attendance is tracked on an appropriate tracking sheet for each session held. Instructor tracks and records level of participation and comprehension of materials for each student for each lesson.

### 3. 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.
- **Exceeds:** Brings in other lesson overheads and connects to lesson teaching. For example, when teaching Lesson 11, puts up overhead from Lesson 10 during homework review; In Lesson 12, when discussing the skill steps, brings in Lesson 11 overhead to connect how the social skills build upon previous skill learned.

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

- **Below:** Homework not reviewed; not all participants report out on homework; participants that come to class without homework are not asked to do it verbally.
- **Meets:** All participants report out on homework.

- **Exceeds:** Feedback and corrections are made as participants are reporting out on homework. For example: feedback given that their problem description was done incorrectly.
- 5. Correctly Models/Demonstrates skill first to participants.**
- **Below:** Model not done perfectly; steps not assigned to watch; model not processed.
  - **Meets:** Model done correctly and processed.
  - **Exceeds:** Clear explanation and set up of modeling display and excellent processing of skill. Facilitators are fully engaged modeling the skill.
- 6. Involves all participants by practice of skills and role plays.**
- **Below:** Not all class participants' role play or complete required activity in group.
  - **Meets:** All class participants' role play and complete required activities.
  - **Exceeds:** All class participants' role play "perfect" (use of steps in order); facilitator is very supportive and encouraging during the process.
- 7. Provides constructive feedback to participants.**
- **Below:** Does not provide feedback to participants who complete activities incorrectly or who give incorrect answers.
  - **Meets:** Provides feedback to participants who complete activities incorrectly or who give incorrect answers. This is done in a manner conducive to learning.
  - **Exceeds:** Feedback is empathetic and typically involves PCP (praise, correct, praise).
- 8. Provides appropriate reinforcement for pro-social behavior in classroom setting.**
- **Below:** Does not reward pro-social behavior.
  - **Meets:** Does facilitator recognize and properly reward participants who exhibit pro-social behavior.
  - **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).
- 9. Addresses noncompliance immediately (e.g. no homework, late, unprepared).**
- **Below:** Does not address non-compliance and/or caters to non-compliance (e.g., interrupts class to assist latecomer).
  - **Meets:** Identifies the non-compliance as unacceptable either immediately or in an after-class discussion with the participant.
  - **Exceeds:** Either in class or in an after-class discussion (depending on the length of the discussion), identifies the non-compliance as unacceptable, explains why it is unacceptable, and/or discusses the short- and long- term consequences of the behavior.

**10. Identifies/corrects anti-social behavior immediately.**

- **Below:** Does not address the anti-social behavior or even encourages it (e.g., participant indicates he hates the class and the instructor agrees).
- **Meets:** Immediately tells the participant that he/she disapproves of the behavior, and explains why it is undesirable. Alternatively, ignores the behavior – “extinguishes” it. Note: ignoring behavior is helpful only for those who seem to want the social attention the behavior produces.
- **Exceeds:** Immediately tells the participant that he/she disapproves of the behavior, explains why it is undesirable, and rewards appropriate alternative pro-social behavior and/or models it. If ignoring the behavior to extinguish it, rewards appropriate alternative pro-social behavior and/or models it.

**11. 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 lesson.
- **Exceeds:** Connects previous lesson and major message with lesson being taught. Provides extra explanation as needed while still maintaining program integrity.

**12. Maintains objectivity / non-judgmental.**

- **Below:** Laughs at thoughts, abbreviates thoughts, reacts to thoughts, labels thoughts as good, bad, positive, negative. Making inappropriate comments to program participants or being judgmental.
- **Meets:** Treats thoughts as pure information. Is non-judgmental and records thoughts exactly as stated.
- **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.

**13. Follows manual for the group.**

- **Below:** Does not cover every activity, skips paragraphs.
- **Meets:** All activities covered as written.
- **Exceeds:** Connects previous lesson and major message with lesson being taught.

**Areas of Strength:**

Based upon your observation, note the strengths of the facilitator(s) in terms of language use, emotions displayed, and presentation style.

**Areas for training or growth:**

Note any areas where more direction or training could be beneficial to the facilitator(s). Here you may also note any concerns the facilitator(s) voiced about the curriculum, materials or program need. If appropriate, note any comments you made to management that was not shared with the facilitator(s).

**General Observations:**

If appropriate, note any general observations regarding the location/site of the training, materials or supplies.