# Facilitator Skills Feedback Form

## Background:

As you build your facilitation skills, sometimes it helps to have an outside perspective. Asking a colleague who you trust to observe a session and provide constructive feedback can be a formative step for your growth. It can also serve as a way of modeling the kind of openness and vulnerability that helps to build trust with a group. Invite your colleague to use the feedback form below during an informal observation to note where they see you demonstrating the five fundamental facilitation skills.

## Steps:

### 1. Meet ahead of time to discuss a focus

Find a time at least a few hours before the meeting for you and your colleague to meet in person, look over the skills and “look-fors” together, and discuss the particular skill(s) that you want to improve. By starting from your own goals, you can set the tone that the purpose of the observation is personal development rather than evaluation.

### 2. Conduct the observation

During the session, invite your colleague to use the form to take notes on where he or she sees these “look-fors” in action and identify one or two opportunities to continue to grow your skills.

### 3. Debrief together and reflect on next steps

Meet in person for at least a half hour as soon after the session as possible, ideally within a day or two. Ask your colleague to share one or two key moments of strength and one or two opportunities for growth that he or she saw in the observation, discuss what went through your head during those moments, and then share back your own reflections about what you would like to work on moving forward.

## Feedback Form for Observer

Make a check mark next to each of the “look-fors” you notice that the facilitator does during the session. Use the corresponding boxes to highlight specifically strong examples (“Glows”) and opportunities to improve (“Grows”). At the end of the session, consolidate your thinking and identify one or two examples of strengths to share and one or two opportunities for further growth.

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| Look-Fors | **Glows** | **Grows** |
| Engage   * Open the conversation by sharing the objectives of the meeting and larger goals of the project to ground participants in the reason for doing this work * Introduce yourself in a way that shows both humility and credibility * Make connections between the goals of the group for this particular meeting and the larger societal purpose of the work * Include time for the group to discuss how they want to work together or revisit existing norms |  |  |
| Listen   * Highlight in visible notes when someone has said something that connects to objectives * Find opportunities to hear from individuals in the group * Invite participants to elaborate on their ideas, such as by saying, “Tell me more about that…” * Before asking your own questions, first give space for the group to ask their questions * Actively note when people are thinking and ask them if they want to share |  |  |
| Question   * Rephrase people’s comments and then ask, “Did I get that right?” as a way of clarifying or to better understand what a person is trying to say * Move people past the abstract into actual implementation, asking them to elaborate and give concrete details * Use questions to check for group understanding, for instance, “Tell me, do these look like the right next steps?” * Encourage participants to not rush to judgments |  |  |
| Connect   * As people offer ideas, ask them to connect these ideas back to the original questions, objectives, or challenges * Paraphrase using words that connect back to original questions * Use colors, lines, etc., in visible notes to show connections and, at transitions, verbally note top three or so themes * Connect reflection to action, such as by asking, “How could you see taking this back to your classroom?” |  |  |
| Sustain   * Find at least one moment to connect the meeting topic to the greater purpose of truly helping students * Use prompts or grouping formations to make it comfortable for participants to share in pairs or small groups before sharing with the larger group * Demonstrate attention to participation levels by checking in with participants individually or using different types of groupings * Ask the group questions to help them debrief how the group worked together, returning to any norms that were set |  |  |

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| What are one or two things the facilitator did particularly effectively? | What are one or two opportunities for the facilitator to grow? |