**TOP® Facilitator Observation and Feedback Form**

**Overview and How-To:**

The ***TOP Facilitator Observation and Feedback Form*** is a resource for regular review of the quality of TOP services delivered to teens. The overall goal of conducting observations is to enhance the quality of the TOP meeting experience for teens, through feedback to the Facilitator. Items on the observation tool align with staff practices that create an engaging, empowering and experiential environment, and support the development of positive facilitator-teen relationships and teens’ social emotional learning. *Wyman recommends that each Facilitator is observed at least 1 time during a program year*. Observations can be conducted by TOP Coordinators or other supervisory staff, as well as by other Facilitators (i.e., a peer-to-peer observation).

**Steps:**

**1) Before the observation:**

Review the written plan for the TOP meeting that will be observed, including the specific goals of the curriculum lesson if applicable. Talk with the Facilitator to learn how they have prepared for the meeting that will be observed, addressing items in Section I of the observation tool *(Background & Preparation*). This discussion is intended to give the Observer insight into the quality of the plan and provides context for the observation. The Observer should also share with the Facilitator the items on the observation form.

**2) During the observation:**

Section II of the observation form (*Facilitator Behavior & Teen Engagement*) is used to assess the delivery of the TOP meeting. The items in this section are grouped into two categories—Facilitator Behaviors and Teen Engagement/Behaviors. Observers should mark either Achieved or Needs Improvement for each item directly on the form during the observation, noting key behaviors/language to support ratings. “Not able to observe” should be marked when the behavior could not be assessed because it did not occur. Summarize overall strengths and recommendations in the spaces provided at the conclusion of the observation, after reflecting on the ratings given and the Observer’s overall assessment of the session (including how well the goals of the lesson were met).

**3) After the observation:**

A debrief should be conducted as soon after the observation as possible -- preferably right after the TOP meeting ends but ideally no later than 1 week after. First, ask the Facilitator to reflect on how they felt it went overall, and then the Observer shares their reflections as well. Provide a copy of the completed observation form to the Facilitator, and engage them in a discussion that is strengths-based and collaborative, with specific, behavioral and teen-centric observations: e.g., “You created a welcoming atmosphere when you greeted each teen by name.” Identify specific suggestions to help the Facilitator improve the quality of their TOP facilitation. If the Observer identified concerns, it is recommended that the Facilitator is observed again within the same program year to ensure issues with quality are addressed in a timely manner.

*Note*: A PowerPoint presentation from the 2016 Coordinator Learning Exchange is available on Wyman Connect in the Resources>Support Materials menu as an additional resource to help you prepare for and debrief an observation.

 **Section I: Background & Preparation**

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| --- |
| **1. Facilitator Name:** |
| **2. Years of TOP Facilitation Experience:** |
| **3. Partner Name:** |
| **4. Provider Name:** |
| **5. Club Name:** |
| **5. Observer Name/Role:** |
| **6. Lesson to be observed and goals of lesson:** |
| **7. CSL and/or other plans for meeting:** |
| **8. Is there a written plan for the TOP meeting?** | * **Yes**
 | * **No**
 |
| **9. Is the Facilitator prepared with the appropriate materials, handouts, etc.?** | * **Yes**
 | * **No**
 |
| **10. Is the meeting space/environment appropriate for TOP?** | * **Yes**
 | * **No**
 |
| **11. Overall strengths & recommendations related to meeting preparation:** |

**Section II: Facilitator Behaviors and Teen Engagement**

| **Observation of Facilitator Behaviors**  | **Achieved:** Demonstrated consistently  | **Needs Improvement:** Not demonstrated consistently  | **Not able to observe** | **Specific examples of language or behavior to support rating** |
| --- | --- | --- | --- | --- |
| **1. The briefing, experience, reflection, debrief and application phases were evident during the session and clearly flowed throughout the meeting**. |  |  |  |  |
| **2. The behavior and words of the facilitator were respectful, supportive and friendly.** |  |  |  |  |
| **3. The facilitator modeled healthy emotion management strategies.**e.g., active listening, remaining calm, communicating effectively and honestly about emotion; respectfully acknowledging and validating emotions in others. |  |  |  |  |
| **4. The facilitator coached teens in handling their emotions.** e.g., encouraged problem solving in response to challenging emotions; suggested strategies for dealing with them |  |  |  |  |
| **5. The facilitator modeled empathy skills with teens.** |  |  |  |  |
| **6. The facilitator cultivated a safe and caring space.**e.g., employ appropriate structure for sharing different cultural backgrounds, personal beliefs, and stories (particularly those that are emotionally charged) without judgment. |  |  |  |  |
| **7. The facilitator encouraged teens to persist through challenging work.** |  |  |  |  |
| **8. The facilitator provided assistance as needed to help teens learn and solve problems on their own.** |  |  |  |  |
| **9. The facilitator successfully structured the dialogue within the group.**e.g., frequent use of open-ended questions; built on comments of teens; brought relevant issues to teens into discussion; drew teens into the conversation. |  |  |  |  |
| **10. The facilitator kept the group focused and on topic, including re-directing any off topic comments in a firm but positive way.** |  |  |  |  |
| **11. The facilitator showed enthusiasm throughout the lesson/activity.** |  |  |  |  |
| **12. The facilitator showed acceptance of teens’ viewpoints, demonstrating a non-judgmental approach throughout the lesson/activity.** e.g., facilitator’s personal values were not evident during the session. No particular belief system was presented as better than others.  |  |  |  |  |
| **13. The facilitator applied 3 or more ‘multiple intelligence’ approaches for participant engagement.** |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Observation of Teen Engagement/Behavior** | **Achieved:** Behavior demonstrated consistently | **Needs Improvement:** Behavior not demonstrated consistently | **Not able to observe** | **Specific examples of language or behavior to support rating** |
| **1. Teens were engaged and participating in the lesson or activity.**e.g., may include verbally; in writing; or quietly listening, but attentive |  |  |  |  |
| **2. High teen talk time during their participation in discussions.**e.g., most of discussion was led by and/or contributed to by the teens.  |  |  |  |  |
| **3. Teens demonstrated positive relationships with their peers in the group.**e.g., evidentthrough supportive, trusting interactions among the teens. |  |  |  |  |

**Overall Strengths/Recommendations:**