



Incredible Years Teacher Group Leader Peer and Self-Evaluation Form

Leader's Name _____

Please comment on the teacher group leader's sessions based on the following criteria:

Comments

<i>I. LEADER GROUP PROCESS SKILLS</i>	<i>COMMENTS</i>
Builds rapport with each member of group	
Encourages everyone to participate	
Models open-ended questions to facilitate discussion	
Reinforces teachers' ideas and fosters teachers' self-learning	
Encourages teachers to problem solve when possible	
Fosters idea that teacher will learn from each others' experiences	
Helps teachers learn how to support and reinforce each other	
Views every member of group as equally important and valued	
Identifies each teacher's strengths	
Creates a feeling of safety among group members	
Creates an atmosphere where teachers feel they are decision-makers and discussion and debate are paramount	

<i>II. LEADER LEADERSHIP SKILLS</i>	<i>COMMENTS</i>
Establishes ground rules for group	
Started and ended meeting on time	
Explained agenda for workshop	
Emphasizes the importance of homework and practice	
Reviews homework from previous session	
Summarizes and restates important points	
Focuses group on key points presented	
Imposes sufficient structure to facilitate group process	
Prevents sidetracking by participants	
Knows when to be flexible and allow a digression for an important issue and knows how to tie it into workshop's content	
Anticipates potential difficulties	
Predicts behaviors and feelings	
Encourages generalization of concepts to different settings and situations	
Encourages teachers to work for long-term goals as opposed to "quick fix"	
Helps group focus on positive	
Balances group discussion on affective and cognitive domain	
Predicts relapses	
Reviews handouts and homework for next week	
Evaluates session	

III. LEADER RELATIONSHIP BUILDING SKILLS	COMMENTS
Uses humor and fosters optimism	
Normalizes problems when appropriate	
Validates and supports teachers' feelings (reflective statements)	
Shares personal experiences when appropriate	
Fosters a partnership or collaborative model (as opposed to an "expert" model)	
Fosters a coping model as opposed to a mastery model of learning	
Re-frames experiences from the child's viewpoint and modifies teachers' negative attributions	
Strategically confronts, challenges and teaches teachers when necessary	
Identifies and discusses resistance	
Maintains leadership of group	
Advocates for teachers	

IV. LEADER KNOWLEDGE	COMMENTS
Demonstrates knowledge of content covered at session	
Explains rationale for principles covered in clear, convincing manner	
Prepares materials in advance of session and is "prepared" for group	
Integrates teachers' ideas and problems with important content and child development principles	
Uses appropriate analogies and metaphors to explain theories or concepts	

V. LEADER METHODS	COMMENTS
Uses videotape examples efficiently and strategically to trigger group discussion	
Uses role play and rehearsal to reinforce learning	
Review homework and gives feedback	
Uses modeling by self or other group members when appropriate	

VI. TEACHERS' RESPONSES	COMMENTS
Teachers appear comfortable and involved in session	
Teachers complete homework, ask questions and are active participants	
Teachers complete positive evaluations of sessions	

Summary Comments:

Candidate has satisfied video requirements for certification. Yes No

Name of Evaluator _____

Date: _____