

## Teen Connection Project Observation & Feedback Form

### **Overview and How-To:**

The **TCP Observation and Feedback Form** is a resource to guide regular review of the quality of TCP services delivered to teens. The overall goal of conducting observations is to enhance the quality of the TCP meeting experience for teens, through feedback to the facilitator(s). Items on the observation tool align with staff practices that create an engaging, empowering and experiential environment, and support the development of a positive group culture, positive peer relationships and teens' social emotional learning. *Wyman recommends that each facilitator pair is observed at least 1 time per semester.* Observations can be conducted by TCP Coordinators or other supervisory staff, as well as by other experienced TCP Facilitators. We recommend that all observations are scheduled in advance with facilitators, and that youth are also made aware of the observation and are prepared for the observer to attend.

**Note:** Observations should be conducted only on TCP Curriculum lessons 2, 3, 4, or 5 to ensure an Observers presence during a lesson does not impact group development or teens' emotional safety. Observing earlier lessons also provides adequate time for any adjustments needed to be made before the end of the program cycle.

### **Steps:**

#### **1) Before the observation:**

Review the TCP Curriculum lesson that will be observed, including the specific goals of the curriculum lesson if applicable. Complete *Section I: Background* of the form.

#### **2) During the observation:**

Section II of the observation form (*Facilitator Behaviors & Teen Engagement*) is used to assess the delivery of the TCP Curriculum lesson. The items in this section are grouped into two categories—Facilitator Behaviors and Teen Engagement/Behaviors. Observers should mark either Not At All, Somewhat, or Very Much 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). Observers are encouraged to indicate any additional observations of the strategies used by the facilitators, the teens’ engagement, and/or the group’s dynamics.

#### **3) After the observation:**

A debrief should be conducted as soon as possible after the observation -- preferably right after the session ends but ideally no later than 1 week after. First, ask the facilitators 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 facilitators, 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 facilitators improve the quality of their facilitation strategies. It is recommended that facilitators document their reflections and improvement strategies on the last page of the form.

## **Section I: Background**

**1. Names of Facilitators:**

**2. Observer Name & Role:**

**3. Observation Date:**

**4. TCP Curriculum Lesson Number:**

**5. TCP Group Name or Identifier:**

Use the space below to document any observations relevant to facilitators' preparation for the lesson (e.g., prepared with appropriate supplies, materials and handouts?) and the appropriateness of the space/location of the meeting (e.g., was it a clean, safe, dedicated space?):

**Section II: Facilitator Behaviors and Teen Engagement:** In the first column, objectively note key behaviors/language observed during discussions and/or activities. With those examples in mind, place an X in the column that corresponds to your rating for each item. “Not able to observe” should be marked when the behavior could not be assessed because it did not occur.

Observation of Facilitator Behaviors	Notes/examples of language or behavior observed	Not at all	Somewhat	Very Much	<i>Not able to observe</i>
<b>1. The facilitators provided sufficient explanation for activities and opportunities for reflection.</b>					
<b>2. The behavior and words of the facilitators were respectful, supportive and friendly.</b>					
<b>3. The facilitators cultivated a safe and caring space.</b> e.g., employed appropriate structure for sharing different cultural backgrounds, personal beliefs, and stories (particularly those that are emotionally charged) without judgment.					
<b>4. The facilitators successfully structured the dialogue within the group.</b> 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.					
<b>5. The facilitators modeled appropriate personal sharing while maintaining healthy boundaries.</b> e.g., helped move the group toward the lesson goal; primarily used relatable examples from their own adolescence; did not reveal sensitive information regarding sexual history, drug/alcohol abuse, mental health, trauma, etc.					
<b>6. Throughout the lesson, facilitators showed enthusiasm; they created a fun and engaging environment.</b>					
<b>7. Facilitators successfully utilized virtual tools throughout the lesson to create an engaging virtual experience (e.g., polls, break out rooms, chat feature, white board, etc.)</b>					

Observation of Teen Engagement/Behavior	Notes/examples of language or behavior observed	Not at all	Somewhat	Very Much	Not able to observe
<b>1. Teens were engaged and participating in the lesson or activity.</b> e.g., may include verbally; in writing; or quietly listening, but attentive					
<b>2. High “on-task” teen talk time during their participation in discussions.</b> e.g., most of discussion was led by and/or contributed to by the teens.					
<b>3. Teens demonstrated positive relationships with their peers in the group.</b> e.g., evident through supportive, trusting interactions among the teens.					

**Observers:** Use the space below to note any additional examples of facilitator language or behavior you observed that would likely support the development of safety, trust and positive connections among the group. In your response consider ways that the facilitators were responsive to the groups' dynamics, such as helping them work through conflict or tension, keeping the group on track, challenging them when appropriate, and celebrating their successes.

**Facilitators:** Use the space below to document your own reflections on the observation notes and ratings, and indicate any new strategies or approaches that will be implemented as a result: