

The Georgia Department of Corrections Cognitive Behavior Unit Thinking for a Change Competency Evaluation Form

Site:	Date:
Coach:	Co-Coach:
Class Time:	Enrolled Class Size:
Session:	Attendance:
Evaluator:	

Directions: Complete this form after viewing one group session in it's entirety and review with the coach(es). Before the group session is observed review the days lesson plan. Rate each of the factors listed below on a scale of (0) Needs Improvement to (2) Well Done. Ratings should reflect actual group events regardless of their explanations. If, for example, the group lead reads from the manual because it is his/her first time teaching, please do not give satisfactory rating in order to reflect your understanding of the situation, but explanations may be written in the narrative sections.

Rate each variable according to the following scale: 2 = Well Done, 1 = Satisfactory, 0 = Needs Improvement

A	General Issues and Class Control	2	1	0
1	Coaches' control of participants.			
2	Coaches' ability to manage and enforce the class rules.			
3	Evidence of rules and sanctions regarding missing group meetings, tardiness and classroom behavior.			
4	Evidence of enforcement of rules and sanctions regarding missing group meetings, tardiness and classroom behavior.			
5	Ability to deal with difficult participants (e.g. hostile, angry, disrespectful, non-participating members)			
6	Ability to deal with participants who dominate group discussion			
Comments:				

B	Organization	2	1	0
7	Facilitator adhered to scheduled starting and ending time.			
8	The facilitator reviewed key points from the previous lesson			
9	All of the participants reviewed their homework and it was written on the correct supplements			
10	Facilitator adhered to lesson plan for the day.			
11	The facilitator modeled the skill correctly to the class prior to allowing them to attempt it.			
12	Each of the participants modeled the new skill			
13	Participants were corrected if they did not role model the skill correctly			
14	The facilitator used clear examples, illustrations, explained definitions etc.			
15	Relevance of the examples, illustrations, definitions, etc. to the participants.			
16	Facilitator used a variety of instructional strategies.			
17	The facilitators pace was balanced, not too slow or too fast			
18	The facilitator's summary of the lesson at the end did not leave matters "in the air" or skip key issues of the lesson			
Comments:				

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C	Delivery and Response to Participant's Use of Skills	2	1	0
19	Coaches' skill in assisting self-discovery in participants.			
20	Objectivity/open-minded stance towards participants.			
21	The facilitator ensured that the group understood the skill/concepts being taught			
22	Enthusiasm.			
23	Attention to cognitive processes instead of content.			
24	Coaches' feedback to participants on their performance.			
25	Balance between participants and coaches' discussion; Facilitator did not dominate the group process			
26	Attention to participant's need for opportunities to practice.			
27	Attention to participant's questions.			
28	Use of positive reinforcement.			
29	Participant's level of understanding by the end of the lesson.			

Comments:

D	Sensitivity to Participant's Feelings	2	1	0
30	Ability to keep participants safe from ridicule from other participants			
31	Skill in identifying participants feelings, beliefs, thoughts, or attitudes			
32	Ability to empathize with participants and show respect			
33	Ability to confront participants without demeaning them.			
34	Professional detachment and boundaries with participants was appropriate (did not discuss personal issues, avoids inappropriate use of authority, yet keeps an appropriate leadership (not friendship) role with participants)			

Comments:

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E. Group Participation		2	1	0
35	Level of cooperation between the coaches, if applicable			
36	Involvement of both coaches, if applicable			
37	Engagement of most (rather than some) participants			
Comments:				

F	Paperwork Review	Yes	No	NA
38	The facilitator used the correct supplements for homework and classroom assignments.			
39	Participants were given skill cards			
40	The facilitator is correctly using the Class Sign In Sheet and Supplement			
41	Participants were given a pre-test prior to the beginning of class			
42	Pre and Post tests are being scored onsite			
43	Participant feedback forms are being utilized when the participant is terminated from class			
44	Program Data form is correctly completed and submitted timely for entry into OTIS			
45	OTIS/Scribe information is entered correctly			
46	COMPAS referrals to the class were appropriate			
Comments:				