

Module 1: Leadership And Performance

Peer Evaluation

Your Name: Stephanie Gomez

Name of student you are observing: Tiffany Cobbs

Please highlight the point value for each skill and provide narrative feedback in the comment section on the areas that need improvement or were exceptionally excellent. Tally the total points for the last page.

Module 1 Grading Rubric

Examples of performance include but are not limited to the following behaviors.

Objective/ Criteria	Performance Indicators			
	Very poor	Poor-needs improvement	Very Good	Excellent
Welcomes Members to Group and States the name of the Group Counselor also states their name and gives a brief introduction of self	(0 points) Does not welcome group, state the group name, state their name, or introduce self AND/OR Displays very poor nonverbal behaviors, (e.g., lack of eye contact with group, fails to speak clearly, uses nonverbals inappropriately...)	(1 points) May welcome members to group but may forget to state group name, their name, or introduce self AND/OR Displays poor nonverbal behaviors, (e.g., lack of eye contact with group, fails to speak clearly, uses nonverbals inappropriately...)	(1.5 points) Welcomes members to the group, states the group name, and states their name. Mostly displays inclusiveness, confidence, and warmth through language. However, may also seem mildly nervous at points. May forget a point, but then returns to it.	(2 points) Welcomes members to the group and states name of the group, while stating their name and providing a brief introduction. Displays inclusiveness, confidence, and warmth through language and nonverbal behaviors. Seems very comfortable, engaging and confident. Scans the group naturally when welcoming.
Comments: 2 Tiffany did an amazing job welcoming the group and introducing herself to the group.				
Tells the group what to expect that night. Describes the Purpose of the Group (Group Goals)	(0 points) Does not provide an advanced organizer or describe the purpose of the group or is unintelligible in delivery. Displays very poor nonverbal behaviors, (e.g., lack of eye contact with group, fails to speak clearly, uses nonverbals inappropriately...)	(1 points) Provides an advanced organizer but seems unclear or very nervous, may be vague or confused about the purpose of the group or name and purpose do not match. AND/OR body language or vocal tone is inappropriate, or counselor is hard to understand.	(1.5 points) Tells the group what to expect that night. May forget a point but returns to it. Covers agenda/content for the group session. Clearly states the purpose of the group. Displays inclusiveness, confidence warmth, however, may seem nervous at points.	(2 points) Tells the group what to expect that night and is concise, well spoke, and clear. Very clearly and concisely states the purpose of the group and vision for successful group. Leader seems confident, engaging, and warm. Scans the group naturally, covers content and is well versed on the purpose statement.

Objective/ Criteria	Performance Indicators			
	Very poor	Poor-needs improvement	Very Good	Excellent
Comments. 2 Tiffany was very clear about where and when the group would take place. Clearly made it known what her goals for the group would be and expressed confidence in speaking.				
Defines Confidentiality and the Limits and Risks to Confidentiality	(0 points) Counselor does not Define confidentiality AND/OR misses two or more salient points related to confidentiality risks in group. AND/OR Displays very poor nonverbal behaviors, (e.g., lack of eye contact with group, fails to speak clearly, uses non-verbals inappropriately...)	(1 points) May seem vague or confused about the definition of confidentiality or the associated risks or limits of confidentiality. Misses one point about risks and limits. AND/OR body language or vocal tone is inappropriate, or counselor is hard to understand.	(2 points) Counselor clearly defines confidentiality and all the risks and limits of confidentiality. May seem nervous throughout or may forget something and need to return to it. Mostly displays inclusiveness, confidence, and warmth through language.	(3 points) Counselor clearly and concisely states the definition of confidentiality <u>all</u> of the limits and risks associated with group. Scans naturally and seems well versed in confidentiality and communicates its importance to group functioning.
Comments. 3 She hit all key components on confidentiality and made it clear and understandable.				

Objective/ Criteria	Performance Indicators			
	Very poor	Poor-needs improvement	Very Good	Excellent
Defines a Round and Discusses the Right to Pass; then Begins a Round of Appropriate Depth	(0 points) Does not define a group round or conduct a round. Seems unprepared AND/OR Displays very poor nonverbal behaviors, (e.g., lack of eye contact with the group, fails to speak clearly, uses non-verbals inappropriately)	(1 point) Forgets to define a group round or does not discuss the right to pass in group. Selects an opening round that may not provide depth needed later for linking and connection. AND/OR seems unprepared, body language or vocal tone is inappropriate.	(1.5 points) Defines a group round and discusses the right to pass in group. Selects an opening round that is appropriate to beginning group. The round yields more than one-word responses so member can connect with one another. Scans group but may seem mildly uncomfortable or nervous at times. May forget to a point or return to it.	(2 points) -Counselor concisely and articulately defines a group round and discusses the right to pass in group. Uses choice instead of comfort when discussing right to pass. -The opening round is appropriate and yields in depth answers where members can connect. -Counselor balances scanning, maintaining eye contact, and seems clear and confident throughout.
Comments: 2				

She was very attentive in the round and articulate what it's purpose was perfectly.				
Reflects Content and Feelings from the Round while accurately Identifying themes	(0 points) Counselor does not Reflect content or feelings and/or is unable to identify themes. May seem unprepared AND/OR Displays very poor nonverbal behaviors, (e.g., lack of eye contact with group, fails to speak clearly, uses non-verbals inappropriately).	(1 point) Counselor reflects content but is unable to identify feelings or provide depth in response. Counselor inaccurately identifies themes that emerged from the group round. Generally is unable to scan or make eye contact with multiple group member.	(2 points) Counselor can connect with group members and them with one another by providing a reflection of content and feelings. Counselor identifies at least one theme from round and is able to scan and make eye contact but seems nervous, lacks focus, or lacks accurate depth or forgets their point.	(3 points) -Counselor provides accurate and brief descriptive reflections after each member shares. Reflections include content and feeling when appropriate. May also provide spontaneous links between members during the round. -Seems confident, warm, poised, and clear during round. Identifies one or more themes that emerge.
Comments: 3 Tiffany's reflections were brief and accurate. She was able to key point a common theme and facilitate linking.				
Objective/ Criteria	Performance Indicators			
	Very poor	Poor-needs improvement	Very Good	Excellent
Ask members of the group with whom they connected and facilitates member to member linking (I Statements, Eye Contact with Recipient)	(0 points) Counselor does not ask members with whom they connected, misses three or more of the following behaviors: (a) use of "I" language (b) asking them to talk directly to one another (c) breaks eye contact with the speaker to use nonverbals to direct the group members to one another (d) inviting recipients to response with their own reactions (e) providing an accurate and quick reflection of connection.	(1 point) Counselor forces linking between members instead of inviting voluntary sharing. Is unable to scan and make eye contact AND/OR misses two of the following: (a) use of "I" language (b) asking them to talk directly to one another (c) breaks eye contact with the speaker to use nonverbals to direct the group members to one another (d) inviting recipients to response with their own reactions (e) providing an accurate and quick reflection of connection.	(2 points) Counselor facilitates members speaking to each other and identifying with whom they connected by utilizing four or more of the five items: (a) use of "I" language (b) asking them to talk directly to one another (c) breaks eye contact with the speaker to use nonverbals to direct the group members to one another (d) inviting recipients to response with their own reactions (e) providing an accurate and quick reflection of connection. May seem nervous or forgets something but returns.	(3 points) -Counselor transitions round smoothly. Asks member to identify with whom they connected, rather than if they connected. -Seems confident and poised, uses variations of wording, facilitates members to speak to each other using all of the below skills: (a) use of "I" language (b) asking them to talk directly to one another (c) breaks eye contact with the speaker to use nonverbals to direct the group members to one another (d) invites recipients to response with their own reactions (e) provides an accurate and quick reflection.
Comments: 3 Transitions between topics flowed very well. She was very together and confident.				

Total Points	15
---------------------	----

