

## Introduction to Self-Assessment/Evaluation Instruments

Many practitioners recognize the value of reflecting on each facilitation experience as a way to improve their skills. Our personal preferences, core values, and life experiences create biases which may be triggered by what participants in a facilitation say or do. Once triggered, these internal biases can affect the ability to work effectively with the dynamics present in the meeting. Self-awareness is a practitioner's most useful tool, and self-reflection makes use of one's experiences to develop self-awareness.

Program administrators find that encouraging facilitators to regularly reflect and debrief helps to surface important professional development and training needs. Additionally, many mediation and facilitation programs find value in mentoring, coaching, and peer or supervisor observation, followed by debriefing, to supplement formal training requirements or opportunities.

The three instruments offered here are intended to assist individual practitioners and program managers with continuous quality improvement. Programs should feel free to modify these tools.

- 1) The *Facilitator's Self-Assessment Tool* is to be completed by an individual practitioner as soon as possible following a facilitation event. The brief nature of this tool promotes its regular use, to provide practitioners with a continuous, though limited, source of data. The initial statements focus the facilitator's attention on important aspects of the process, and his or her performance as it relates to each participant. The final statements prompt the facilitator to reflect on strengths, weaknesses, and the identification of future practice or preparation needs and goals.
- 2) The *Facilitator's Checklist* is intended to capture as many items as possible, and may be used by anyone to identify the process steps, strategies, and micro-skills employed in facilitating an IEP meeting from start to finish; perhaps even before and beyond. A facilitator may use the *Checklist* as a memory aide in preparing or debriefing. An observer may use it to create a record for debriefing, mentoring, and coaching and for the facilitator's use in reflecting on his or her own experience. Most practitioners do not have the benefit of video resources for self-observation, so the observations of a skilled outside observer can be a meaningful resource for the facilitator's self-improvement.
- 3) The *Facilitated Individualized Education Program (FIEP) Survey for Facilitator* is completed by the facilitator at the conclusion of each facilitated IEP meeting. This tool mirrors the post-FIEP survey provided to participants, and may be used by both facilitator and program staff to compare reports of the FIEP experience from the participants' and facilitator's perspectives. This information can prove helpful in assessing whether a facilitator is accurately tracking participants' experiences, and to what degree he or she is aware of his or her impact on certain aspects of that experience.