

Name _____ Date _____

Subject _____ Grade Level _____

Text: (title, genre) _____

Facilitation goal selected _____

Participation goal selected _____

Part 1

✿ I have led _____ (approximate number) of seminars this year with this class. Were there any special circumstances that should be considered while reflecting on this seminar?

✿ How did this seminar text* address the curriculum?

✿ What did you do to prepare the students for this seminar?

✿ What follow-up activities were planned for the students?

✿ How did you determine student understanding of the ideas and values?

✿ Reflecting on your growth as a facilitator, choose a goal for the next seminar.

✿ Additional Comments

Part 2

For each of the following items please circle 1, 2, 3, or 4 as appropriate.

1 = definitely 2 = probably 3 = possibly 4 = definitely not

Pre-Seminar Activities

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|--|---|---|---|---|
| 1. The text chosen was appropriate for a seminar and the ability of the students. | 1 | 2 | 3 | 4 |
| 2. The room was arranged so that participants could easily make eye contact with one another. | 1 | 2 | 3 | 4 |
| 3. A process goal was selected before the seminar began. | 1 | 2 | 3 | 4 |
| 4. The teacher had clearly stated expectations for behavior as evidenced by the students' actions. | 1 | 2 | 3 | 4 |
| 5. Students had adequate preparation for the discussion as evidenced by the quality of comments. | 1 | 2 | 3 | 4 |

Teacher as Facilitator

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|---|---|---|---|---|
| 6. The teacher was seated on the same level with the students. | 1 | 2 | 3 | 4 |
| 7. The teacher took notes/mapped the discussion. | 1 | 2 | 3 | 4 |
| 8. The teacher was knowledgeable about the text being discussed and could locate references to aid students in supporting the point being made. | 1 | 2 | 3 | 4 |
| 9. The teacher refrained from giving his or her own opinion during the seminar. | 1 | 2 | 3 | 4 |

10. The teacher helped make connections between ideas.	1	2	3	4
11. The teacher encouraged student interaction (provided opportunities for shy students, was aware of eye contact).	1	2	3	4
12. The teacher clarified when students misunderstood or factual errors were made by further questioning or probing if not corrected by other students.	1	2	3	4
13. The teacher occasionally paraphrased students' remarks when necessary for clarification.	1	2	3	4
14. The teacher stopped misbehavior quickly and effectively.	1	2	3	4
15. The teacher accepted and encouraged divergent views and opinions.	1	2	3	4
16. The teacher included the whole group in discussion and did not focus on a select few.	1	2	3	4
17. The teacher refrained from summarizing the discussion (telling students what they learned at the end of the seminar).	1	2	3	4

Questioning Strategies

18. The teacher questioned students, not telling or teaching factual knowledge about the text.	1	2	3	4
19. The opening question was broad and each participant was given an opportunity to respond (this does not mean every seminar must begin with the round robin technique).	1	2	3	4

20. The questions posed did not lead students to a preconceived “right” answer. 1 2 3 4

21. The teacher allowed sufficient wait-time for students to think before allowing responses or asking another question. 1 2 3 4

22. The teacher was a good listener and framed follow-up questions from student comments. 1 2 3 4

23. The teacher made smooth transitions between questions asked (not “my next question is”). 1 2 3 4

24. The teacher asked questions that generated higher order thinking (analysis, synthesis, evaluation). 1 2 3 4

25. The teacher asked closing questions that encouraged students to explore the personal relevance of text. 1 2 3 4

Student Participation

26. Students had a copy of the text being discussed in front of them or where all could refer to it. 1 2 3 4

27. Students observed the rules of behavior for seminar participation. 1 2 3 4

28. Students talked more than the teacher. 1 2 3 4

29. Students did not require permission from the teacher or other students to speak during the seminar. 1 2 3 4

30. Students directed comments to each other rather than the teacher.	1	2	3	4
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31. Students showed respect for others' views and opinions by listening and not criticizing others.	1	2	3	4
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32. Students supported their statements with references to the text.	1	2	3	4
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33. Students used each others' names when agreeing or disagreeing with one another.	1	2	3	4
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34. Students asked meaningful questions during the seminar.	1	2	3	4
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35. Students were comfortable sharing opinions based on text evidenced by a conversation-like atmosphere.	1	2	3	4
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Post-seminar activities

36. The process goal was re-examined and suggestions were made for the next seminar.	1	2	3	4
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37. The map or reflections was shared with the students.	1	2	3	4
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38. Students were given the opportunity to further reflect on and articulate their thoughts.	1	2	3	4
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