

## Rubric for Evaluating Small Group Facilitators

*(adapted from "[Facilitating Learning in a Small Group](#)" by D.M. Richter, Teacher & Educational Development, University of New Mexico School of Medicine, 2007)*

CRITERIA	Exemplary	Competent	Needs Improvement
<b>PREPARING FOR THE SESSION</b>			
Composes or studies case materials beforehand.			
Meets with other facilitators before and after sessions.			
Posts materials for students.			
<b>CREATING A SUPPORTIVE ENVIRONMENT</b>			
Addresses students by name.			
Clarifies expectations.			
Helps group resolve conflicts.			
Prohibits personal attacks.			
Avoids embarrassing students.			
Listens and responds empathetically.			
Shows interest and enthusiasm.			
Accepts, returns to, or builds upon a student's idea.			
Praises or encourages.			
Displays positive body language.			
<b>MANAGING THE GROUP PROCESS</b>			
Begins and ends session on time.			
Establishes ground rules.			
Fosters participation by all group members.			
Keeps the group on track.			
Facilitates interaction within the group.			
Summarizes periodically and at the end.			
<b>ELICITING DISCUSSION</b>			
Asks instead of answering.			
Poses open-ended questions.			
Waits for response.			
Rephrases question.			
Probes or seeks clarification.			
Stimulates reasoning or problem-solving.			
Defers question to group.			
<b>FOSTERING LEARNING</b>			
Clarifies problem or objectives.			
Emphasizes purpose, relevance, value, or key content.			
Redirects students to course materials.			
Helps students make connections.			
Cites concrete and relevant examples.			
Checks for understanding, accuracy, agreement, or questions.			
Intervenes when needed.			
Takes advantage of the "teachable moment."			
Gives constructive feedback.			