

Dialogue Facilitation	Facilitator behaviors observed:	Notes:
Pacing is appropriate to allow purposeful coverage and depth of dialogue	<input type="checkbox"/> Let silence happen to serve a purpose. <input type="checkbox"/> Recognize (even if it's not right away) when a comment has potential to move the dialogue into deeper meaning. <input type="checkbox"/> End each activity with a dialogue to share what themes, experiences, perspectives, values, and feelings emerged from the activity. <input type="checkbox"/> Go beyond information (which may or may not have been a part of the activity). <input type="checkbox"/> Focus on reflection, not feedback. <input type="checkbox"/> Ask open ended questions with genuine curiosity (i.e. try to go below the surface, as in the iceberg analogy).	
Dialogue moves appropriately to address topics and respond to class needs	<input type="checkbox"/> Center the dialogue on the students' experiences, and values (not factual content related to the experience). <input type="checkbox"/> Let go of your own agenda and don't have a predetermined "lesson" or "point" of the conversation. <input type="checkbox"/> Feelings and values over fact. <input type="checkbox"/> The process applies, regardless of the reaction to the experience. <input type="checkbox"/> Go below the surface with open ended questions.	
Activities are intentional and customized to the topic and class personality	<input type="checkbox"/> Listen for understanding, take the time to process what is being said. <input type="checkbox"/> Structure the space intentionally for student engagement. <input type="checkbox"/> The chosen activity is appropriate to the experience and the community of your class. <input type="checkbox"/> Activity encourages and acts a catalyst to dialogue (rather than delivering content).	

Student Engagement	Facilitator behaviors observed:	Notes:
Multiple perspectives from students and from perspectives not in the space are encouraged	<input type="checkbox"/> Connect to feelings, values, and experiences of <i>all</i> students. <input type="checkbox"/> Validate contributions. <input type="checkbox"/> Ensure everyone is engaged and has an impact on the environment. <input type="checkbox"/> Ask students to consider the perspectives of identities not present in the class.	
Supports students to behave as co-learners and support mutual sharing of perspectives	<input type="checkbox"/> Place the expertise and direction of the conversation in the hands of the students. <input type="checkbox"/> Encourage students to respond and question each other.	
Often encourages the student to take on the expert role	<input type="checkbox"/> Dig into student perspectives and experience related to the Do. <input type="checkbox"/> Ask open ended questions with genuine curiosity (i.e. you don't know the answer or have an answer in mind). <input type="checkbox"/> Participate in activities and experiences to the extent that is possible. <input type="checkbox"/> Center the dialogue on the students' experiences, and values (not factual content related to the experience).	
Co-facilitation/Team-Work	Facilitator behaviors observed:	Notes:

Facilitators demonstrate supportive encouragement, flexibility, mutual admiration, responsiveness and collaboration with/for each other.

- ☐ Both facilitators have a significant role in moving the dialogue forward.
- ☐ Facilitators use their presence to support each other and the students.
- ☐ Facilitators are comfortable interjecting in ways that are helpful to the movement of dialogue.

Final Thoughts

Wrap up: (Strength, growth, general) (specifics from the pre-observation form)

Observation Form Email sent: _____ (date, YOP Initials)

*Note: