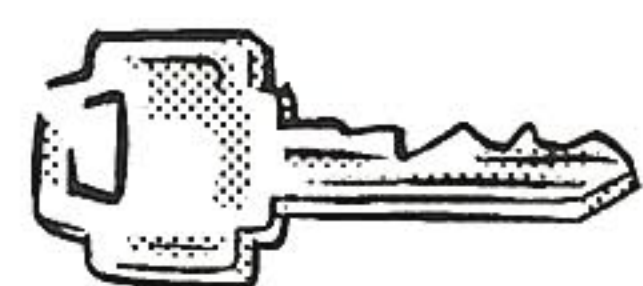


12 Monitoring and Evaluation

Essential to the development of effective and confident teenagers are opportunities to receive feedback coupled with adequate time for reflection about their experiences. Working in teams gives teens more confidence and provides them with a mechanism to observe their partners and to give each other support and feedback.



Key Research Findings

- Feedback was generally most effective when it was immediate and directed to the individual teen, when appropriate.
- Effective teen evaluation provided positive and constructive support.
- Ongoing reflection and evaluation were essential components to the development of the teenagers and the program.
- Monitoring activities and end-of-the-day debriefing of teaching experiences provided teenagers with opportunities to express their concerns and adjust their teaching as needed.

“The program director had something positive to say about every teen leader, every day. She wrote encouraging notes to each teen daily.”

—RESEARCHER



Tips from the Field

- Meet with the teenagers at the end of each session to debrief the day's teaching experience.
- Give general feedback to the entire team of teenagers. Give each teen specific positive feedback individually in writing or orally.
- Have teenagers reflect on their experiences through notes in journals, essays on a specific incident, pictures or drawings to help remember an experience.

Tips for Teens on Giving and Receiving Feedback

- The person that is receiving the feedback begins by saying, I like the way I . . . [listing things done well]. This list is followed by, Next time, I wish . . . [listing planned improvements].
- Others giving feedback, use the same phrases: I like the way you . . . and Next time, I wish you. . .

Good feedback

- focuses on behavior: what was said or done, not personality
- specifies suggested improvements for the future
- is nonjudgmental and a mirror of actions observed