|  |  |  |  |
| --- | --- | --- | --- |
| Counselor: | Supervisor: | Date: | Class/Time: |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| PRESENTATION or MEETING OBSERVATION  *Counselor* | | Not Evident | Somewhat Evident | Evident | Extraordinary | COMMENTS |
| PLAN | | | | | | |
| 1. Presentation or meeting aligns with applicable standards (P.3) | |  |  |  |  |  |
| 1. Counselor constructs relevant, meaningful learning experiences which meet individual learners’ needs (P.3) | |  |  |  |  |  |
| 1. Instruction is differentiated to meet individual needs (P.3) | |  |  |  |  |  |
| 1. Presentation or meeting is well organized and proceeds in a logical sequence (P.3) | |  |  |  |  |  |
| TEACH & GUIDE | | | | | | |
| 1. Counselor articulates learning goals, content, instruction, and expectations clearly (T.4) | |  |  |  |  |  |
| 1. Learners are actively participating or instruction is modified if learners appear disengaged (T.2) | |  |  |  |  |  |
| 1. Technology supports the learners’ ability to acquire content skills and knowledge (T.3) | |  |  |  |  |  |
| 1. Counselor utilizes instructional time wisely (T.4) | |  |  |  |  |  |
| 1. Counselor demonstrates interest and enthusiasm (T.4) | |  |  |  |  |  |
| CHECK | | | | | | |
| 1. Counselor utilizes a variety of informative checks to guide immediate adjustments during instruction (C.1) | |  |  |  |  |  |
| 1. Learner misconceptions are corrected during instruction (C.1) | |  |  |  |  |  |
| ENVIRONMENT | | | | | | |
| 1. Counselor positively acknowledges and interacts with all learners (E.1) | |  |  |  |  |  |
| 1. Learners are willing to ask questions without fear of negative feedback (E.1) | |  |  |  |  |  |
| 1. Counselor is approachable (E.1) | |  |  |  |  |  |
| 1. Materials are prepared and well organized (E.4) | |  |  |  |  |  |
| 1. General comments: |  | | | | | |