# Individual Counseling Session

|  |  |  |
| --- | --- | --- |
| **Category** | **Performance Level** | **Comments** |
| Knowledge/Evidence of planning |  |  |
| Use of attentive listening |  |  |
| Rapport/Trust |  |  |
| Use of verbal tracking |  |  |
| Use of open ended questions |  |  |
| Use of paraphrasing |  |  |
| Use of reflection of feeling |  |  |
| Use of reflection of meaning |  |  |
| Structuring |  |  |
| Flexibility |  |  |
| Process/Time |  |  |
| Closure/Summarization |  |  |
| Follow up from other sessions |  |  |
| Professional Appearance |  |  |

|  |  |  |
| --- | --- | --- |
| Voice/Grammar |  |  |
| Adherence to ethical standards and professional practice |  |  |
| Provides positive praise/ feedback |  |  |

**Commendations/Recommendations:**

**Signatures:**

# Classroom Guidance Lesson

|  |  |  |
| --- | --- | --- |
| **Category** | **Performance Level** | **Comments** |
| Introduction/Purpose |  |  |
| Evidence of planning |  |  |
| Rapport with students |  |  |
| Pre-assessment |  |  |
| Development of lesson |  |  |
| Evidence of ASCA standards |  |  |
| Activities reflect learning styles |  |  |
| Classroom Management |  |  |
| Lesson engages all students |  |  |
| Post Assessment/Plan for Evaluation |  |  |
| Closure/Summarization |  |  |
| Professional appearance |  |  |
| Voice/Grammar |  |  |
| Adherence to ethical standards and professional practice |  |  |
| Provides positive reinforcement/ feedback |  |  |

**Commendations/Recommendations:**

**Signatures:**

# Group Counseling Session

|  |  |  |
| --- | --- | --- |
| **Category** | **Performance Level** | **Comments** |
| Knowledge/Evidence of planning |  |  |
| Use of attentive listening |  |  |
| Rapport/Trust |  |  |
| Use of verbal tracking |  |  |
| Use of open ended questions |  |  |
| Use of paraphrasing |  |  |
| Use of reflection of feeling |  |  |
| Use of reflection of meaning |  |  |
| Structuring |  |  |
| Flexibility |  |  |
| Process/Time |  |  |
| Closure/Summarization |  |  |
| Follow up from other sessions |  |  |
| Professional Appearance |  |  |
| Voice/Grammar |  |  |

|  |  |  |
| --- | --- | --- |
| Adherence to ethical standards and professional practice |  |  |
| Provides positive praise/ feedback |  |  |

**Commendations/Recommendations:**

**Signatures:**