School Counseling Core Curriculum Lesson Feedback Tool

One aspect of school counseling program delivery is teaching core curriculum classroom lessons. School counselors can use this feedback tool to help them evaluate their teaching strategies. You can use this tool for self-reflection and/or to receive feedback from a teacher, fellow-school counselor, or administrator. The intention is to learn and improve your teaching practices. Please note that perfection is not necessary and also not likely...everyone is learning and improving! Responses reflecting future growth is highly encouraged.

Name: ___________________________________________  Date: ______________________

Lesson Topic: _______________________________  Grade level: ________________

Standards and Objectives

Standards/lesson objectives are clearly explained to students, referenced throughout the lesson, and referred back to at the end of the lesson.

5 4 3 2 1
Outstanding  Adequate  Weak

REASONS:

Lesson topic is relevant and meaningful, connecting with students’ academic, college and career, and/or social/emotional needs, interests, and concerns.

5 4 3 2 1
Outstanding  Adequate  Weak

REASONS:

Standard(s) addressed in lesson are developmentally appropriate and are reasonable to learn within the classroom presentation time (not too few, not too many).

5 4 3 2 1
Outstanding  Adequate  Weak

REASONS:

Lesson Structure & Sequence

Lesson is organized and proceeds in a sequential, logical order.

5 4 3 2 1
Outstanding  Adequate  Weak

REASONS:
Prior knowledge is accessed and built upon during the lesson.

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**REASONS:**

School counselor checks for understanding throughout the lesson.

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**REASONS:**

Students demonstrate their learning at the end of the lesson.

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**REASONS:**

**Delivery & Student Engagement**

School counselor engages the entire class in the lesson through discussions and activities.

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**REASONS:**

School counselor appropriately incorporates a variety of interaction strategies throughout the lesson, both covert and overt (such as think-ink-pair-share, choral reading, random response cards, anticipatory sets of questions, choral response, etc.).

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**REASONS:**

Lesson delivery is clear, as the school counselor speaks audibly, maintains positivity, makes eye contact with students, etc.

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**REASONS:**
**Proactive Classroom Management**

Behavior expectations are clearly explained and routines to maximize learning time are established.

- **Outstanding**: 5
- **Adequate**: 4
- **Weak**: 3, 2, 1

**REASONS:**

School counselor quickly and positively refocuses off-task behavior with minimal disruption to the entire class.

- **Outstanding**: 5
- **Adequate**: 4
- **Weak**: 3, 2, 1

**REASONS:**

Lesson maintains momentum as the school counselor moves around the room, alerts students for what will happen next, and smoothly transitions from one activity to another.

- **Outstanding**: 5
- **Adequate**: 4
- **Weak**: 3, 2, 1

**REASONS:**

**Additional Sections (As Appropriate)**

Lesson was developed based on developmental standards and/or data-driven need.

- **Outstanding**: 5
- **Adequate**: 4
- **Weak**: 3, 2, 1

**REASONS:**

Pre/post assessment is clearly written and effectively administered.

- **Outstanding**: 5
- **Adequate**: 4
- **Weak**: 3, 2, 1

**REASONS:**

Technology facilitates active participation and engagement practices (if available).

- **Outstanding**: 5
- **Adequate**: 4
- **Weak**: 3, 2, 1

**REASONS:**