| Observations | Level of proficiency | | |
| --- | --- | --- | --- |
|  | Low | Med | High |
| **Learning/ Behaviors** |  |  |  |
| Provide guidance beyond the point where the individual is unable to do independently |  |  |  |
| Make learning expectations explicit |  |  |  |
| Has verbally demonstrated that they have good understanding of the task |  |  |  |
| Use prior knowledge for the task |  |  |  |
| Get an understanding of the working situation by performing a demo/ role play |  |  |  |
|  |  |  |  |
| **Resources & Materials** |  |  |  |
| Books, notes, prepared materials, database |  |  |  |
| Experience, prior knowledge, education, trainings |  |  |  |
| Computers, boards, internet, notebooks, prototypes |  |  |  |
| Learning environment conductive to desired instruction |  |  |  |
| Level of social environment being conductive to learning |  |  |  |
|  |  |  |  |
| **Exposure provided to learners to enhance interaction between behavior, perception and the environment** |  |  |  |
| Providing reinforcement directly or indirectly (or to oneself) |  |  |  |
| Providing models to enhance learning |  |  |  |
| Providing material/social reinforcements/feedbacks |  |  |  |
| Social situations/interactions conductive to learning |  |  |  |
|  |  |  |  |
| **Final Checklist** |  |  |  |
| Make learning expectations explicit |  |  |  |
| Books, notes, preparation materials, databases |  |  |  |
| Get an understanding of the working situation by performing a demo/ role play |  |  |  |
| Computers, boards, internet, notebooks, prototypes |  |  |  |
| Level of social environment being conductive to learning |  |  |  |
| Providing reinforcement directly or indirectly (or to oneself) |  |  |  |
| Providing models to enhance learning |  |  |  |
|  |  |  |  |