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| **Goal** | **Example of Feedback** | **Non- Example** |
| **4.3 Positive Behavioral Supports are Evident on an Ongoing Basis** | **Only one teacher provided positive feedback to a specific student, and positive feedback was only given twice throughout the lesson. The student received 5 reminders from the other teacher. The student behavior was most appropriate immediately after the positive feedback.** | **Use positive behavioral feedback on a regular basis.**  **(ADVICE)** |
| **3.1** both teachers comfortably  participate in the presentation of the lesson, provide instruction, and structure the learning activities |  |  |
| **3.2** students address questions and discuss concerns with both teachers |  |  |
| **3.3** flexible small group instruction like station or parallel groups are the predominate configurations used for instruction |  |  |
| **3.4** strategies, differentiated instruction, intelligences, tiered lessons, learning styles instruction embedded throughout lesson regularly |  |  |
| **3.5** IEP strategies are embedded as specialized instruction in the general education classroom |  |  |