Standard 1	Ms. ___ has an understanding of how to best meet the needs of the students. She has content area knowledge. ABA strategies have been a focal part in terms of behavior management, yet there seems to be a moderate understanding of implementing ABA strategies in the classroom. She is encouraged to utilize ABA strategies and support that have been and continue to be provided by out-of-school support. As a Special Education case manager, it is critical to be well-versed in SeaStars so as to lead IEP meetings and make adjustments to the IEP. Due to her lack of proficiency in using SeaStars, you will be completing a SeaStars training course by the close of January 2016.
Standard 2	As discerned from informal and formal observation debriefs, there is a minimal level of collaboration with other Category B program teachers. There is minimal evidence of planning for instruction and assessment being driven by student IEP goals. There is minimal evidence of planning decisions being based on student assessment data.
Standard 3	Instructional delivery is not derived from planning based on data-based decisions. Through informal and formal observations, it has been documented that Ms. ___ does not effectively convey student learning objectives, nor does she consistently check for student understanding on a by name/by need basis. There is minimal evidence of Ms. ___ selecting, integrating, and refining a variety of teaching strategies, delivery methods, and resources. This has also been discerned from observations and subsequent observational debriefs. It has also been noted that the instruction needs to be more engaging and foster student activity rather than a "give and get" model that is commonly being used.
Standard 4	There is little evidence of Ms. ___ using formative and summative assessment data to inform instructional planning and delivery. Additionally, the formative strategies used during classroom lessons need to be more diversified and higher-order in nature. Ms. ___ is not using formative and summative assessment data to make instructional decisions.
Standard 5	Ms. ___ establishes clear classroom rules and expectations. She enforces classroom rules and procedures consistently and fairly to maximize academic learning time. She also establishes a climate of trust and teamwork in her classroom. Finally, she aims to create and maintain a positive and safe environment for learning in an effort to promote student social development. When it comes to collaboration, Ms. ___ needs to actively collaborate with Category B teacher and assistant colleagues. Such collaboration should drive planning for instruction and assessment, as well as to have a "whole picture" understanding of student growth over time and across disciplines. The "whole picture" approach would help improve her case management practices, as well.
Standard 6	Ms. ___ is professional in her demeanor. She exhibits professional behavior, appearance, punctuality, and attendance. At the same time, Ms. ___ struggles with operating SeaStars.
Standard 7	Ms. ___ has been provided instructional support based off informal and formal

	observations and subsequent debrief meetings. In reference to her SMARTR goal, Ms. ___is encouraged to make growth in the areas of planning, instruction, assessment, and case management.