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| Focus Items | **Describe** what happened by detailing the specific teaching choice you made | **Analyze** by explaining the reasons why you made the teaching choice | **Judge** the success of your specific decision by noticing the effect that decision had on a portion of or the lesson overall | **Apply** insight from this review to create a plan for extending effective or changing ineffective practices in future lessons |
| **Assessment Criteria**  Students know the assessment criteria and understand the standards of high-quality work |  |  |  |  |
| **Monitoring Student Learning**  The teacher elicits evidence of student understanding throughout the lesson, using a variety of techniques |  |  |  |  |
| **Feedback to Students**  The teacher provides students with timely, constructive, and substantive feedback to guide their performance |  |  |  |  |

Focus items adapted from Danielson, C. (2013). *The framework for teaching evaluation instrument*. Princeton, NJ: The Danielson Group.

Matrix layout from Nagro, S. A., & deBettencourt, L. U. (2018). Reflection activities within clinical experiences: An important component of field-based teacher education. In T. E. Hodges & A. C. Baum (Eds.), *The Handbook of Research on Field-Based Teacher Education* (pp 565-586). Hershey, PA: IGI Global. doi:10.4018/978-1-5225-6249-8.ch024