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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 |
| **Building the Environment**Teacher builds an environment that promotes learning for all through structure and support |  |  |  |  |
| **Establishing Expectations**Positively stated classroom expectations (e.g., be respectful) are taught, reviewed, and reinforced. |  |  |  |  |
| **Establishing Routines**Positively stated routines (e.g., turning in work, putting away materials) are taught, reviewed, and reinforced. |  |  |  |  |

Focus items adapted from Focus items adapted from Myers, D., Sugai, G., Simonsen, B., & Freeman, J. (2017). Assessing teachers’ behavior support skills. *Teacher Education and Special Education, 40*(2) 128–139. <https://doi.org/10.1177/08884064177009>

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