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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 |
| **Eliciting Responses Overall**  Teacher plans for a high level of student-teacher interaction with all students via the use of questioning |  |  |  |  |
| **Frequency of Opportunities for Responding**  Teacher has the students respond frequently across all stages of the lesson |  |  |  |  |
| **Types of Responses Elicited**  Teacher provides opportunities for   * student elaboration (deep), assist you in checking for understanding (wrote) * oral, written, and/or action responses * individual, small group, and/or unison responses |  |  |  |  |

Focus items adapted from Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching.* The Guilford Press: New York, NY.

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