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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 |
| **Addressing Individual Learning Differences**  Teacher plans for and uses instructional practices that are responsive to individual student needs |  |  |  |  |
| **Identifying and Prioritizing Learning Goals**  Teacher develops appropriate learning goals and prioritizes goals toward critical skills and content |  |  |  |  |
| **Systematically Designing Instruction**  Teacher creates clear instructional goals, logically sequences knowledge and skills, and teaches students to organize content |  |  |  |  |
| **Adapting Tasks and Materials**  Teacher adapts tasks and materials to make learning accessible for a diverse range of learners |  |  |  |  |

Focus items adapted from: Alber-Morgan, S.R., Konrad, M., Hessler, T., Helton, M.R., & Telesman, A.O. (2019). Identify and prioritize long- and short-term learning goals. In McLeskey, J., Maheady, L., Billingsley, B., Brownell, M.T., & Lewis, T. (Eds.), *High Leverage Practices for Inclusive Classrooms* (pp. 145-156). New York, NY: Routledge.

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