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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 |
| **Providing Student Feedback Overall**Teacher provides feedback directed to a student response |  |  |  |  |
| **Specificity of Feedback**Teacher feedback is specific rather than general  |  |  |  |  |
| **Types of Feedback** Teacher feedback is affirmative and corrective when necessary |  |  |  |  |
| **Immediacy of Feedback**Teacher follows up on student responses as quickly as they can |  |  |  |  |

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