**HLP Lesson Study eWorkbook**

### Training Preservice Teachers to Implement High Leverage Practices

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*Please use the following citation when referencing this eWorkbook:* Arnold, K. (2022). HLP lesson study eWorkbook. CEEDAR Center. *Please do not adapt the materials or use them commercially without permission of the author:* *kaarnol4@asu.edu**.*

## Description

The High Leverage Practices (HLP) lesson study (LS) is a performance-based assessment that aligns EDM 531 course content with your practicum experience. Over the next five weeks, you will be guided through a step-by-step process to support your implementation of the High Leverage Practices (HLPs). Putting these practices into action will enable you to provide equitable learning experiences for students who may struggle to learn within inclusive settings. This interactive eWorkbook is designed to help you prepare and reflect upon eachLS step. In your copy of this Google document, you will respond to prompts by writing directly in the graphic organizers provided. You will also see hyperlinks with additional resources and examples to support your learning. Each week, as your point accumulation builds over the course of the LS, your instructor will provide feedback using comments and the rubric on the final page. The figure below outlines the tasks involved in each step and the HLP that you will be implementing.

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**Step 0: Prepare**

**a.) Save the Date!** It is important as you build your collaborative relationship with your mentor teacher, special education teachers, and any support staff to keep communication open about how coursework aligns with your practicum placement. You and your mentor must work together to designate a window of time for you to implement the lesson during [DATE]. Below is text from an email you can customize and paste to keep your mentor informed about your intent to implement an LS:

### *Dear (Mentor Teacher),*

###  *As part of a required course in the Master’s in Teaching (MIT) program, EDM531B, I am to conduct a self-evaluative lesson study (LS) with an individual student, a small group of students, or the entire class. This process takes approximately five weeks, but the lesson itself will only take one period or subject block. The LS process in EDM531B focuses on developing knowledge and skills centered on the implementation of High Leverage Practices (HLPs) as a means for inclusive education. I am looking forward to collaborating with you about a window of opportunity that might be best to implement and film the lesson between [DATE]. I have included parent and guardian permission forms to this email for your review. Thank you for your continued support …(add anything else you feel is relevant).*

### b.) Permission Forms: Make sure to gather parent or guardian video permission forms if you have not done so already so you can engage in the analysis in Step 4 and the debrief in Step 5. You may acquire digital signatures if necessary using Google Forms. If parental or guardian consent is not an option, you may film yourself only. Permission forms can be found [here.](https://www.dropbox.com/scl/fi/gwwu7sixqvc7mce5g0tjs/Resource-C.docx?dl=0&rlkey=2msefxv4sokrm6a5xakcrh4lv) (Resource C)

**c.) Content and Target Student Focus:**

|  |  |
| --- | --- |
| 1. **Determine who you will focus the LS on:**
 | *“Based on previously collected classroom data, I will choose to focus the LS on a) whole class b) small group c) individual student.”*  |
| 1. **Provide a justification:**
 | *“My previous review of classroom data showed\_\_\_; therefore, my target students will be\_\_\_\_ because …”* |
| 1. **Focus on content area:**
 | *“My mentor teacher and I agreed upon \_\_\_\_\_ as the content area of focus because …”*  |

## Step 1: Use Data

*HLP#6: Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.*

**Classroom Screening Protocol**

“Used effectively, classroom assessment informs the ways in which teachers approach and deliver instruction” (IRIS, 2020). As general educators, we need to continually screen both summative and formative data to determine if there is an academic concern with the whole class, a small group, or individuals. The purpose of this assignment is to practice screening assessment data to make a data-based instructional decision about target students you will select for our upcoming lesson study.

|  |  |
| --- | --- |
| **a.) Screen:** This step requires you to look at your class as a whole group (or one period). Examine their summative assessments (e.g., unit tests, research papers, formal assessments, standardized tests) and formative assessments (e.g., exit tickets, quizzes, work samples, informal teacher questioning,CFUs). *What do you notice about their performance overall?* Determine which students might be at risk for falling behind or failing by evaluating their scores. *What percentage of your class is currently struggling?*  |  |
| **b.) Show me the data!** From that percentage, take a deeper dive to look more closely at one to three students who might be struggling to determine underlying causes. Keep in mind: “To gain a clear understanding of how a student is performing, it is recommended that a teacher collect between *six and eight* data points. For many students, six data points will allow the teacher to make an informed instructional decision” (IRIS, 2020). Upload pictures of at least one student’s work or share quiz or test scores. Copy and paste those items below and explain what the data is measuring in the box to the right. |  |
| **c.) Analyze:** Now, you are ready to evaluate your student(s) performance and determine whether the student(s) is/are on track to meeting either grade-level standards or Individualized Education Program (IEP) goals. *How are student(s) performing in relation to the established goal?* |  |
| **d.) Target:** Decide if you need to focus on the whole class for the purpose of your LS, a small group, or an individual student who is struggling to learn. *Which students will you choose to work with for the purpose of the HLP LS and why?* |  |

***Additional Considerations***

Here are some questions to consider as you analyze student data independently prior to your Lesson Study Team (LST) meeting:

* What previous interventions or supports has the student(s) received? How have they responded to these interventions or supports?
* Has the teacher communicated with previous teachers, the family, or the student to get a better sense of his/her performance and considerations of factors that may be impacting the student(s)?
* Are other factors contributing to the learning or behavior concerns that need to be addressed (e.g., home life, health, vision, hearing, attendance/chronic tardiness, disability, behavior, COVID-19)?
* Are environmental variables impacting student learning?
* Is the student an English learner? Are appropriate practices to support language development used?
* For students with an identified disability, does the support and instruction align with the IEP or 504 plan?
* Is the student’s academic/behavioral/social-emotional skill deficit a “can’t do” (i.e., the student requires instruction) or a “won’t do” (i.e., the student has performed the skill previously but is no longer demonstrating the skill)?

Note: Questions modified from “Learner Needs and Background,” from National Center on Intensive Intervention (2020). For additional questions, click [here.](https://intensiveintervention.org/sites/default/files/Clarifying_Questions_Hypothesis_508.pdf) Prompts in data table from<https://iris.peabody.vanderbilt.edu/module/pmm/challenge/#content>

### Step 2: Collaborate & Plan

*HLP #12: Systematically design instruction toward a specific learning goal.*

**a.) ACCOMPLISH Learning Target:** To begin this step, you will DRAFT a learning target using the ACCOMPLISH criteria **in preparation** for the LST. In the left column, prompts will help you generate a *clear* learning target (LT). During the meeting, your LST teammates will provide feedback on the clarity of your LT in the right column. Place your final LT in the explicit learning (EL) Lesson Plan Template below.

**ACCOMPLISH Learning Target Starter Frame**

|  |
| --- |
| **DRAFT Learning Target:**  |
|  | **LT Considerations (You)** | **LST Feedback (LST Teammates)** |
| **A**ntecedent condition* What are the instructional stimuli learners will respond to?
* Think about the setting, instructional materials, level of material, task directions, prompts, assignments, and time limitations.
 |  |  |
| **C**onspicuous behavior * What behavior are you asking students to do?
* Include possibly: reading aloud, writing, speaking, pointing, gesturing, touching a screen, actively moving, playing an instrument, etc.
 |  |  |
| **C**lear criteria * How will you know if the student has achieved mastery? You can focus on accuracy, fluency, duration, and length of time needed.
 |  |  |
| **O**bservable * Can you see or hear the student performing the assessment?
 |  |  |
| **M**easurable* Can you count it or time it?
 |  |  |
| **P**ositive * Does it state what the students will do instead of what they will not do?
 |  |  |
| **L**inked to general ed curriculum* What Common Core State Standards (CCSS) standard is being taught?
 |  |  |
| **I**ndividualized * Do individual students need to work on a variation of or a prerequisite for the skill to meet an IEP or explicit learning (EL) goal?
 |  |  |
| **S**ocially valid* Is this skill important or valued by others?
 |  |  |
| **H**igh reaching * Is the goal ambitious, but also realistic considering your students’ levels of readiness?
 |  |  |

Prompts modified from (2019) *High leverage practices for inclusive classrooms* by Konrad, Hessler, Alber-Morgan, Davenport, & Helton, pp.158.

*HLP #1: Collaborate* *with professionals to increase student success.*

**b.)** **Lesson Study Team Meeting 1:** After observing a model LST meeting during class guided by your instructor, you will practice your collaboration skills. Have this participant guide ready during your meeting as a reference. As you gather input from others about your student(s), engage in each skill within *High Leverage Practice #1*: actively listen, watch your nonverbal communication (showing you care), ask questions to help others problem solve, and keep the conversation focused on accurate and descriptive statements about students rather than those that are opinionbased. One team member may volunteer to facilitate the meeting.

**LST Meeting #1: Collaborative Planning**

|  |  |  |
| --- | --- | --- |
| **Teacher’s Role**  | **Role of LST Teammates** | **Facilitator’s Role**  |
| Discuss student data analysis with your LST. Share student(s) strengths and particular areas of concern. Explain drafted LT.Thank LST members for their feedback and request clarification.  | Actively listen and ensure your nonverbal communication conveys interest. Give the teacher feedback about the LT by framing the following questions:* Is this LT attainable in one day?
* What skills do you think students are going to need to have to meet the LT?
* Can you anticipate misunderstandings or issues?
* What types of assessments will provide valid evidence of the goals?
* Will you provide multiple assessment formats from which students may choose?
 | Record the meeting on Zoom. Set norms for the meeting. Facilitate the meeting by directing LST members to complete items on your [Facilitator Checklist #1.](https://www.dropbox.com/scl/fi/0gvuhz1dp17a87eh1vp4l/Resource-D.docx?dl=0&rlkey=fpqi0pcy5b6iocts0evk2ht2g) (Resource D).Keep track of time.  |

**c.) Explicit Instruction Lesson Design Template:** Use this modified version of the MIT template as a guide to design *a draft of your lesson* ***in preparation for*** *LST Meeting #2.* Planning for EI is the central focus in this step. Below, write what *you and the students* would say and/or do in the lesson.

Use the [**Key Elements of Explicit Instruction Checklist**](https://docs.google.com/document/d/1ld9aFDROKGaQMsAL6h1iJxn_m0iCkCwC5sWk-pGQAFM/edit) (Resource F) to ensure you have each element included in your lesson plan!

|  |
| --- |
| **Grade:** **Content Area:** **Final ACCOMPLISH Learning Target:****Materials:** |
| **Opening**  |
| **Teacher Role (You)** | **Student Evidence**  |
| **Preview:** *Provide students with a clear statement of goals and expectations. Discuss relevance of the target skill or larger goal. (Use your ACCOMPLISH Learning Target and explain its importance.)***Review:** *Review critical prerequisite skills.*  | *Students show evidence of prerequisite skills and background knowledge. (How will they do this? Verbal, gestural, written, response cards?)*  |
| **Body** |
| **Model:** (I do it) *Use clear modeling and think-alouds*. *Use a range of examples and non-examples.* **Guided Practice:** (We do it) *Tell them what to do, ask them what to do, then remind them what to do.* **Check for Understanding:** (You do it) *Ensure all students can demonstrate understanding with high accuracy.*  | *Students are given multiple opportunities to respond (OTRs) and receive feedback. (Check out the OTR Tipsheet* [*here.*](https://www.dropbox.com/s/e6ubdbcp6gmsd2n/Opportunities-to-Respond-Tips.pdf?dl=0)*)* |
| **Closing** |
| **Review:** *Critical content.* **Preview:** *Content of the next lesson.* | *How will you know students met the target?* |
| **Practice**  |
| *Fade support as students practice independently with success.*  | *Students engage in independent, purposeful practice.*  |

*HLP #13: Adapt curriculum tasks and materials for specific learning goals.*

**d.) Adaptation Checklist:** After you have designed your lesson, use the Adaptation Checklist below to review your lesson plan and explain how you will differentiate by content, process, or product.

|  |  |  |
| --- | --- | --- |
| **Type of Adaptation:**  | **Possible Adjustments:**  | **How I Plan to Differentiate:**  |
| Simplify task directions *(Differentiate by process)* | * Examine the directions for advanced vocabulary.
* Replace unknown words with familiar synonyms. or phrases.
* Shorten the directions.
 |  |
| Alter amount of material *(Differentiate by product)* | * Examine why each piece of information is essential for understanding.
* Determine what can be removed (e.g., narrow multiple-choice options, fewer question items).
* Eliminate redundant items.
 |  |
| Alter difficulty level*(Differentiate by content)* | * Tiered assessments.
* Refer to the Equalizer (Tomlinson, 2011). Look here for a refresher: [EQUALIZER](https://pdo.ascd.org/LMSCourses/PD11OC138M/media/DI-Instruction_M5_Reading_Equalizer.pdf)
 |  |
| Provide content enhancements*(Differentiate by process)*   | * Use visual aids (pictures).
* Provide guided notes.
* Use graphic organizers.
 |  |

*HLP #1: Collaborate* *with professionals to increase student success.*

**e.)** **Lesson Study Team Meeting 2:** Participate in another model LST meeting during class guided by your instructor. Have this participant guide ready during your meeting as a reference to ensure you are practicing specific collaborative skills as you meet with your LST. Another team member who has not yet facilitated should facilitate the meeting.

**Meeting #2: Planning for Explicit Instruction**

|  |  |  |
| --- | --- | --- |
| **Teacher’s Role**  | **Role of LST Teammates** | **Facilitator’s Role**  |
| Share a draft of your lesson with the LST.Take notes regarding team feedback or provide access to your eWorkbook so your peers can make comments. Thank LST members for their feedback and request clarification.  | Use the **SPARK** model for quality feedback: **Specific:** Comments are linked to a discrete statement in the lesson. **Prescriptive:** Like a medical prescription that aims to solve an ailment, prescriptive feedback offers a solution or strategy to improve the work, including possible revisions or links to helpful resources or examples.**Actionable:** When the feedback is read, it leaves the peer knowing what steps to take for improvement.**Referenced:** The feedback directly references the task criteria, requirements, or target skills.**Kind:** It is mandatory that all comments be framed in a kind, supportive way.Additional considerations for feedback can be found [here.](https://www.teachingchannel.com/blog/giving-feedback-colleague)  | Record the meeting on Zoom. Set norms for the meeting. Facilitate the meeting by directing LST members to complete items on your [Facilitator Checklist #2.](https://www.dropbox.com/scl/fi/1fgh6x7in0oiph620sbbt/Resource-E.docx?dl=0&rlkey=0xwsqbtxmemhbvxhj97qzj58y) (Resource E).Keep track of time.  |

### Step 3: Teach & Record

*HLP#16: Use explicit instruction.*

|  |  |
| --- | --- |
| **Directives** | **Show you have completed a, b, and c in this step by stating “complete” in the row.**  |
| **a.)** Teach and record the lesson. You may film the entire lesson, keeping in mind that you’ll include a 25:00 “highlight” reel (i.e., 3:40-28:57) for your peers and instructor to view.  |  |
| **b.)** Watch this video for some great tips on how to film in the classroom. [Tips For Using Video to Improve Teaching](https://www.teachingchannel.org/video/videotaping-tips-for-teachers) |  |
| **c.)** After you film, secure your content and upload it to our shared Google Drive in your LST Viewing Folder.  |  |

### Step 4: Review & Reflect

*HLP#6: Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.*

**a.) Self-Reflection Matrix:** Review and reflect upon your lesson by watching the video and completing the Reflection Matrix below. Include timestamps where appropriate for **each** focus item that you would like to highlight in your lesson.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **High Leverage Practice 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 |  |  |  |  |
| **Timestamp Log** |  |  |  |  |
| **Identifying and Prioritizing Learning Goals**Teacher develops appropriate learning goals and prioritizes goals toward critical skills and content |  |  |  |  |
| **Timestamp Log** |  |  |  |  |
| **Systematically Designing Instruction**Teacher creates clear instructional goals, logically sequences knowledge and skills, and teaches students to organize content |  |  |  |  |
| **Timestamp Log** |  |  |  |  |
| **Adapting Tasks and Materials** Teacher adapts tasks and materials to make learning accessible for a diverse range of learners |  |  |  |  |
| **Timestamp Log**  |  |  |  |  |

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

**b.)** Include any additional formative student data from the lesson by pasting one or more .jpg files here:

**c.)** **Peer Reflection Matrix:** Watch each of your teammate’s lessons and provide feedback using the Peer Reflection Matrix below **in preparation for** your LST Debrief.

**Team Member 1: Cyndi**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **High Leverage** **Practice Focus Items** | **Describe** what happened by detailing the specific teaching choice your peer made | **Judge** the success of your peer’s teaching choice by noticing the effect that decision had on a portion of the lesson or the lesson overall | **Apply** insight from this review to create a plan for extending effective practices or changing ineffective practices in future lessons (i.e., how might your peer do things differently in the future?)  | **Apply –to self** insight from this review to create a plan for extending effective or changing ineffective practices in future lessons within **your** practice  |
| **Frequency of Opportunities for Responding**Teacher has the students respond frequently across all stages of the lesson. |  |  |  |  |
| **Timestamp Log** |  |  |  |  |
| **Types of Responses Elicited** Teacher provides opportunities for:* Student elaboration (deep), assisting in checking for understanding (rote)
* Oral, written, and/or action responses
* Individual, small group, and/or unison responses
 |  |  |  |  |

**Team Member 2:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **High Leverage** **Practice Focus Items** | **Describe** what happened by detailing the specific teaching choice your peer made | **Judge** the success of your peer’s 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 (i.e., how might your peer do things differently in the future?)  | **Apply –to self** insight from this review to create a plan for extending effective or changing ineffective practices in future lessons within **your own** practice  |
| **Frequency of Opportunities for Responding**Teacher has the students respond frequently across all stages of the lesson. |  |  |  |  |
| **Timestamp Log**  |  |  |  |  |
| **Types of Responses Elicited** Teacher provides opportunities for:* Student elaboration (deep), assisting in checking for understanding (rote)
* Oral, written, and/or action responses
* Individual, small group, and/or unison responses
 |  |  |  |  |

Note. Inclusive Lesson Study sequence modified from Roberts, Benedict, Kim, & Tandy (2018). Using lesson study to prepare preservice special educators, *Intervention in School and Clinic, 53(*4*)*, pp. 242-243.

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

###

### Step 5: Debrief

*HLP #1: Collaborate* *with professionals to increase student success.*

**a.) Lesson Study Team Meeting 3:** In this final step, you will debrief in a final meeting with your LST to reflect on K-12 students’ learning experiences, as well as your own. One person may volunteer to be the facilitator who has not yet had the opportunity.

**Meeting #3: Debrief**

|  |  |  |
| --- | --- | --- |
| **Teacher’s Role**  | **Role of LST Teammates** | **Facilitator’s Role**  |
| Have your completed Reflection Matrix available to refer to as you debrief. Discuss questions and prompts led by the facilitator.  | Have your completed Peer Reflection Matrix available as you prepare to share feedback with your peers.Discuss questions and prompts led by the facilitator.  | Record the meeting on Zoom. Set norms for the meeting. Facilitate the meeting by directing LST members to complete items on your [Facilitator Checklist #3](https://www.dropbox.com/scl/fi/pb7kinfmewesozevihk5k/Resource-G.docx?dl=0&rlkey=r9yosnvwkjz38a2magi78byt0) (Resource G).Keep track of time.  |

**HLP Lesson Study Scoring Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **ILS Steps & Focus HLP** | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Week 1** | **Step 1:** Gather formative and summative data to form a basis for planning. **HLP #6:** Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.  | Shows extensive inaccuracies when interpreting diagnostic assessment data and does not discuss correlation to CCSS. Does not show how data is used to make instructional decisions. Monitoring student progress is an emergent skill. Does not describe how scores are used to make instructional decisions.Does not include students in the data-analysis process.Conducts an incomplete analysis of classroom-level data. | Shows some inaccuracies when interpreting diagnostic assessment data and provides limited correlation to CCSS. Inadequately uses data to make instructional decisions.Inadequately monitors student progress and describes how scores are used to make instructional decisions.Includes few students in the data-analysis process. Ineffectively analyzes one type of classroom-level data.  | Adequately interprets diagnostic assessment data and provides some correlation to CCSS. Adequately uses data to make instructional decisions.Adequately monitors student progress and describes how scores are used to make instructional decisions.Includes most students in the data-analysis process. Provides an adequate analysis of two types of classroom-level data (i.e., formative and summative).  | Fully and accurately interprets diagnostic assessment data and discusses correlation to CCSS. Effectively uses data to make instructional decisions. Can effectively monitor student progress and fully describes how scores are used to make instructional decisions. Fully includes all students in the data-analysis process. Accurately and effectively analyzes two types of classroom-level data (i.e., formative and summative)  |
| **Week 2** | **Step 2:** Meet with the LST to share and analyze student data and collaboratively plan EI lessons. **HLP #1:** Collaborate with professionals to increase student success. | Is not prepared for the LST meeting and does not provide student data. Does not ask questions.Does not provide peer feedback.Rarely makes statements based on student data.Does not incorporate feedback in final lesson draft. | Is inadequately prepared for the LST meeting and presents some form of student data. Asks limited questions.Feedback to peers is superficial.Makes opinionated or generalized statements that are not based on student data.Incorporates a limited amount of feedback in final lesson draft. | Is adequately prepared for the LST meeting and provides student data .Asks an adequate amount of questions.Provides mostly quality feedback to peers.Mostly makes statements about students that are accurate and descriptive rather than opinion-based. Adequately incorporates peer and instructor feedback in final lesson draft. | Fully prepares and effectively presents student data. Engages in peer conversations by asking questions. Can provide quality written and verbal feedback to peers.Continually makes statements about students that are accurate and descriptive rather than opinion-based. Fully incorporates peer and instructor feedback in final lesson draft . |
| **Week 3** | **Step 3:** Teach and record the lesson, capturing evidence of student learning.**HLP #16:** Use explicit instruction. | Content, design of instruction, delivery, and purposeful practice are not aligned with the learning target.Instructional practices are not responsive to individual student needs.EI elements are not observed during the lesson.Formative assessment data are not observed or included. | Content, design of instruction, delivery, and purposeful practice are inadequately aligned with the learning target.Instructional practices are limited and not completely responsive to student needs.Minimal use of EI elements observed during the lesson.Formative assessment data was inadequately included and not fully aligned with the learning target.  | Content, design of instruction, delivery, and purposeful practice are mostly aligned with the learning target.Adequately implements instructional practices that are responsive to individual student needs. Most elements of EI are observed during the lesson. Formative assessment data are adequately included and mostly aligned with the learning target.  | Content, design of instruction, delivery, and purposeful practice are clearly aligned with the learning target.Effectively implements instructional practices that are responsive to individual student needs. All elements of EI are observed during the lesson. Formative assessment data are appropriately included and aligned with the learning target. |
| **Week 4** | **Step 4:** Review and analyze video using each type of Reflection Matrix. **HLP #6:** Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes. | Does not analyze classroom assessment data.Does not articulate a clear rationale for instructional moves or does not seem to notice how instruction is contributing to student disengagement, confusion, and errors. Does not consider instructional changes based on student responses. Does not use theory and/or research in justifying instructional changes.Analysis does not align with what is shown in video footage. | Inaccurately analyzes or misinterprets classroom assessment data.Inadequately articulates a clear rationale for instructional moves and notes the impact on student learning .Considers few instructional changes based on student responses. Provides a limited use of theory and/or research in justifying instructional changes.Analysis aligns with what is shown in video footage in a limited way. | Adequately analyzes classroom assessment data.Adequately articulates a clear rationale for instructional moves and notes the impact on student learning. Adequately considers instructional changes based on student responses. Adequately uses theory and/or research in justifying instructional changes.Analysis mostly aligns with what is shown in video footage.  | Accurately analyzes formative classroom assessment data.Fully articulates a clear rationale for instructional moves and notes the impact on student learning. Considers possible instructional changes based on student responses. Effectively justifies instructional changes using principles from research and/or theory.Analysis fully aligns with what is shown in video footage.  |
| **Week 5** | **Step 5:** Debrief with the LST to review and discuss next steps.**HLP #1:** Collaborate with professionals to increase student success. | Does not present student data to share with LST.Does not engage in peer conversations by asking questions. Not yet able to provide quality written and verbal feedback to peers. Makes mostly opinion-based statements not rooted in student data. Does not share how practices can be adjusted to maximize student learning. | Inadequately presents student data to share with LST.Rarely engages in peer conversations by asking questions. Feedback to peers is superficial.Makes opinionated or generalized statements that are not based on student data.Provides limited ideas about how professional practices can be improved upon to maximize student learning.  | Adequately presents student data to share with LST.Mostly engages in peer conversations by asking questions.Provides mostly quality feedback to peers. Mostly makes statements about students that are accurate and descriptive rather than opinion based. Adequately shares ideas about how professional practices can be improved upon to maximize student learning.  | Fully prepares and clearly presents an amount of student data. Fully engages in peer conversations by asking questions. Can provide quality written and verbal feedback to peers. Continually makes statements about students that are accurate and descriptive rather than opinion based. Effectively shares ideas about how professional practices can be improved upon to maximize student learning.  |

**Additional Instructor Feedback:**