LESSON REFLECTION TEMPLATE: REFLECTING ON THE DELIVERY OF INTENSIVE INTERVENTIONS

Purpose

This template provides practitioners with an opportunity to reflect on a lesson delivered during an intensive intervention session. Practitioners should complete this template individually and share or discuss it with other support personnel as needed. At the end of the activity, practitioners can use the information they recorded to improve their instructional practice.

Materials

- Lesson plans from a recently delivered intensive intervention session
- Lesson Reflection Template (photocopies or a downloaded template)
- Example Lesson Reflection Template (completed as a model)

Instructions

- Use the prompts in each section to reflect on a lesson.
- In the space provided, write a description of the instruction, rate the level of satisfaction with implementation, and record ideas for improvement for the next lesson.
- It may be helpful to consult the Example Lesson Reflection Template, which has been completed as a model.

If you need more information to answer a question, consult the Supplemental Resources Guide of the toolkit or *Intensive Interventions for Students Struggling in Reading and Mathematics: A Practice Guide.*

If you are unfamiliar with ways to intensify instructional delivery, it may be helpful to complete the Professional Development Activity: Learning How to Intensify Instructional Delivery of the toolkit.

Lesson Reflection Template

Intervention Provider:

Date:

Intervention Group:

Length of Session:

Number of Students:

Instructional Focus:

Reflection Prompts	Description of Instruction	Satisfaction Level			Ideas for Improvement
		Very	Some-what	Not	
How Did I Support Cognitive Processing?					
How did I explicitly teach students to use self-regulation strategies? For instance, did I: • Introduce the strategy and its use? • Model the strategy through "think-alouds?" • Help students memorize the steps in the strategy? • Support students as they practiced the strategy? • Provide time for independent practice?					
How did I support students as they used self-regulation strategies? For instance, did I: • Monitor students' use of the strategies? • Determine what strategies students use and provide feedback as necessary?					

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Reflection Prompts	Description of Instruction	Satisfaction Level			Ideas for Improvement
		Very	Some-what	Not	
How did I teach students to use memory-enhancement strategies? For instance: • Note-taking • Rehearsing information aloud • Mnemonic devices • Graphic organizers/text organizers					
How did I provide process-directed feedback? For instance: • Feedback that is specific to the task or process • Feedback that helps students link their behavior to outcomes					
How Did I Intensify Instructional Delivery?					
How did I provide explicit instruction? For instance, did I: • State purpose and learning goal of lesson? • Provide models with clear explanations? • Use pictures, manipulatives, or "think-alouds?" • Provide guided practice opportunities?					

Reflection Prompts	Description of Instruction	Satisfaction Level			Ideas for Improvement
		Very	Some-what	Not	
How did I provide systematic instruction? For instance, did I: • Break down tasks into smaller steps? • Break down instruction into simpler segments? • Use step-by-step strategies? • Provide temporary support that can be reduced over time?					
How did I provide multiple opportunities for student response and feedback? For instance, did I: • Offer individual practice opportunities to all students? • Use frequent student response to monitor student understanding? • Provide feedback that relates to student goals and completion of tasks?					
How did I use process-directed feedback with students? For instance, did I: • Provide feedback that is clear and precise? • Communicate which aspects of the task students performed correctly? • Connect feedback directly to student actions and learning goals?					

Reflection Prompts	Description of Instruction	Satisfaction Level			Ideas for Improvement
		Very	Some-what	Not	
How did I provide corrective feedback to students after task completion? For instance, did I: • Model the task or correct response? • Provide immediate feedback for discrete tasks? • Provide feedback after a short delay for complex tasks? • Provide additional time to practice tasks completed incorrectly?					
How did I incorporate independent practice after students began to develop mastery of a new skill?					

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OVERALL LESSON REFLECTION QUESTIONS

Did all students appear engaged during the lesson?

In what ways did I successfully intensify the lesson?

How could I have improved the lesson?

EXAMPLE

Lesson Reflection Template

Intervention Provider: Angeline Hurrea

Date: 04/25/12

Intervention Group: Comprehension (Group 1)

Length of Session: 60 minutes

Number of Students: 4

Instructional Focus:
Students will preview a narrative text and set a purpose for reading by generating questions they want the text to answer.

Reflection Prompts	Description of Instruction	Satisfaction Level			Ideas for Improvement
		Very	Some-what	Not	
How Did I Support Cognitive Processing?					
How did I explicitly teach students to use self-regulation strategies? For instance, did I: • Introduce the strategy and its use? • Model the strategy through "think-alouds?" • Help students memorize the steps in the strategy? • Support students as they practiced the strategy? • Provide time for independent practice?	Introduced the story web and explained that we would use it to record our questions. Explained that students will preview the story by reading the title and looking at pictures before reading.		X		Model how to generate a question and record it on the story web before students do. Think aloud about my process for generating a question. Some were confused, even though we did it together.
How did I support students as they used self-regulation strategies? For instance, did I: • Monitor students' use of the strategies? • Determine what strategies students use and provide feedback as necessary?	Led guided practice ("we do") throughout the lesson. Reminded students to look for answers in story as they read.	X			

Reflection Prompts	Description of Instruction	Satisfaction Level			Ideas for Improvement
		Very	Some-what	Not	
How did I teach students to use memory-enhancement strategies? For instance: • Note-taking • Rehearsing information aloud • Mnemonic devices • Graphic organizers/text organizers	N/A				
How did I provide process-directed feedback? For instance: • Feedback that is specific to the task or process • Feedback that helps students link their behavior to outcomes	Forgot about doing this! Provided generic feedback like "good job" or "keep trying."			X	Tell students exactly how and why they are doing a good job (e.g., reading text carefully while keeping a question in mind).
How Did I Intensify Instructional Delivery?					
How did I provide explicit instruction? For instance, did I: • State purpose and learning goal of lesson? • Provide models with clear explanations? • Use pictures, manipulatives, or "think-alouds?" • Provide guided practice opportunities?	Discussed importance of reading with a purpose. Explained that we would do a "book walk" and come up with questions that we want the story to answer. Provided guided practice. Supported learning goal with graphic organizer (story web).		X		Model how to generate a question and record it on the story web before students do it. Some were confused about what to do, even though we did it all together.

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Reflection Prompts	Description of Instruction	Satisfaction Level			Ideas for Improvement
		Very	**Some-what**	**Not**	
How did I provide systematic instruction? For instance, did I: • Break down tasks into smaller steps? • Break down instruction into simpler segments? • Use step-by-step strategies? • Provide temporary support that can be reduced over time?	Guided students through each step of instruction: read title, looked at pictures, wrote questions on the story web, read text, and searched for answers.	X			Could review all the questions the students have generated right before reading the text together.
How did I provide multiple opportunities for student response and feedback? For instance, did I: • Offer individual practice opportunities to all students? • Use frequent student response to monitor student understanding? • Provide feedback that relates to student goals and completion of tasks?	Students were engaged during all practice opportunities (each student was responsible for generating questions). All students read text aloud.		X		Provide more specific feedback to each student (see below).
How did I use process-directed feedback with students? For instance, did I: • Provide feedback that is clear and precise? • Communicate which aspects of the task students performed correctly? • Connect feedback directly to student actions and learning goals?	Forgot about doing this!			X	Provide feedback to students while they are engaged in the process of generating questions and reading for the purpose of answering those questions (e.g., read text carefully while keeping a question in mind).

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Reflection Prompts	Description of Instruction	Satisfaction Level			Ideas for Improvement
		Very	Some-what	Not	
How did I provide corrective feedback to students after task completion? For instance, did I: • Model the task or correct response? • Provide immediate feedback for discrete tasks? • Provide feedback after a short delay for complex tasks? • Provide additional time to practice tasks completed incorrectly?	Because students were engaged in guided practice, immediate feedback was provided to each student after they generated a question or answered a question on the story web. If questions were answered incorrectly, I provided feedback to help them reread text.	X			
How did I incorporate independent practice after students began to develop mastery of a new skill?	N/A (The purpose of this lesson was to introduce how to use a story web to help students keep track of questions and read for a purpose. Students will be ready for independent practice after a few more sessions.)				

OVERALL LESSON REFLECTION QUESTIONS

Did all students appear engaged during the lesson?

All students appeared engaged during the lesson—they really seemed to enjoy using the graphic organizer! Reminding students to find the answers to the questions they had generated really made them active readers.

Marcus had the most difficulty developing questions and staying on task while reading. I may need to provide additional scaffolding and practice opportunities for him.

In what ways did I successfully intensify the lesson?

Previously, these students were in a larger intervention group and had only 30 minutes per session. By reducing the group size, I was able to give each student more attention and provide supports. The extended time allowed me to provide even more practice opportunities for each student, which really seemed to make a difference.

How could I have improved the lesson?

Overall, I need to do a better job of connecting my feedback to the learning goals of the lesson and providing specific feedback rather than general praise or corrections. I think this type of feedback may accelerate students' learning because they will know exactly what they are doing well and what they need to work on.

Also, although I provided students with multiple opportunities for practice during the guided practice time, I think students would enjoy working in pairs, which would increase their opportunities for practice even more. I may provide one more session where we generate questions and read for answers together, and then I will be able to let them practice in pairs while I monitor for understanding. After that, students can engage in independent practice.