

## Intervention Practice Reflection Template

Progress-driven learning teams are committed to taking action on the data that they are collecting about intervention practices. That ability to act is dependent on developing collective awareness of the strengths and weaknesses of the strategies with which a team is experimenting. To better document exactly what it is that your team knows about intervention, complete this reflection template for each of the practices that you have been experimenting with.

<b>Learning Team Name:</b> _____	
<b>Practice:</b> _____	
Reflection	Our Response
<p>1. What evidence do we have that this intervention practice is having a measurable impact on student learning? Are scores on our common assessments going up? Have we noticed that students are successfully applying new knowledge or skills independently since we've begun using this practice?</p> <p>Is this practice equally effective for every student, or does it seem to benefit some groups more than others? How do we know? How does that change the way that we feel about this practice?</p>	
<p>2. How approachable is this intervention practice? Is it a teaching strategy that everyone on our team can implement with fidelity and consistency, or is it a strategy that might be difficult for new teachers or teachers new to our team to master? Are we sure that this is an intervention practice that we won't be tempted to abandon because it is just too hard to implement?</p>	
<p>3. What are the unique strengths of this intervention practice? Is it connected to school or district goals? Is it easy to translate to different content areas or contexts? Is it well-suited for our student population? What makes it a practice that we should believe in? What value does it bring to our students, our teachers, and our team?</p> <p>Are there any unique limitations of this practice? What makes it a practice that is hard to embrace?</p>	

Reflection	Our Response
4. What one change can we make to this intervention practice to make it more approachable and easier to implement? What would make it more motivating for our students? What one change would make this intervention practice more appropriate for struggling learners? What about for high achievers and English learners?	
5. What unanswered questions do we still have about this intervention practice? Are there any practical steps that we can take to answer these questions?  What next steps are we going to take with this intervention practice? Are we going to continue to tinker with it or shelve it? Why?	