



## Lesson Plan & Implementation: Reflection and Analysis

College of Education  
Childhood Education & Literacy Studies

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Reflection is a critical process for supporting your growth and development as a professional. At the end of each lesson, you should reflect on the experience and analyze its effectiveness. This part of the process consists of two parts: the reflection and the analysis.

The Reflection: The reflection component should make you think about your overall impressions and feelings that you had. You also might address something that surprised you or something that made you pause.

### *Questions to consider in your reflection:*

1. What aspects of your lesson were implemented differently than you planned? Why did that happen?
2. If you were going to teach this lesson to the same group of students, what would you do differently? Why? What would you do the same? Why?
3. What surprised you in your lesson?
4. Describe an instance or particular encounter that comes to mind. Why did you pick that instance? What is so perplexing about that particular moment?
5. What connections can you make to your lesson today from your coursework, the literature, and any previous lessons or experiences?

The Analysis: The analysis part addresses the lesson's effectiveness – to what extent did the students meet the objectives stated in your lesson plan and how do you know? Make a claim about student learning and support it with evidence that you gathered from the lesson.

### *General questions to consider in your analysis:*

1. To what extent did the students learn what was intended? How do you know? As part of your answer, please indicate:
  - a. In what ways were your teaching methods effective? How do you know?
  - b. In what ways were your activities effective? How do you know?
  - c. In what ways were the instructional materials effective?
  - d. How did any special considerations or accommodations affect the lesson?
2. Identify an individual or group of students who had difficulty in today's lesson. How do you account for this performance? How will you help this (these) student(s) achieve the learning objectives?
3. Identify an individual or group of students who did especially well in this lesson today. How do you account for this performance?
4. Based on what happened in this lesson, what are the next steps? What do you plan to teach next to this class? Be sure to explain how you will use information from this evaluation in future lesson planning.

*Questions to consider specific to differentiated instruction:*

1. What specific differentiated instruction **strategies** and **assessments** are used in this lesson? Be specific.
2. Describe how you assessed how the lesson impacted student learning? What worked? What would you change?
3. Identify an individual or group of students who had difficulty in today's lesson. How do you account for this performance? How will you help this (these) student(s) achieve the learning objectives?
4. Identify an individual or group of students who did especially well in this lesson today. How do you account for this performance?
5. If you were going to teach this lesson again to the same group of students, what would you do differently? (Consider: grouping, methods, materials, evaluation, activities) Why? What would you do the same? Why?
6. Based on what happened in this lesson, what do you plan to teach next to this class? Be sure to explain how you will use information from this evaluation in future lesson planning.

*Questions to consider specific to English language learners:*

1. In considering the needs of all ELL students in your class, what have you done to ensure that your ELL students are learning the material and keeping up with the rest of the class?
2. What opportunities have you taken in this lesson to teach specific language to your ELL students that will be needed for their successful participation in this lesson?
3. How have the lesson objectives been adapted to meet the needs of all of your ELL students?
4. How have the lesson procedures been adapted to meet the needs of all of your ELL students?
5. How has the lesson assessment been adapted to meet the needs of all of your ELL students?

*Questions to consider specific to a mathematics lesson:*

1. Analyze your use of mathematics vocabulary. Were you precise in your use of vocabulary? Did you encourage precision in students' use of vocabulary?
2. Consider your mathematical explanations. Were you accurate in your discussion of mathematics content? Did you support student accuracy (in other words, did you correctly identify student work as accurate or inaccurate)? This does not mean that you necessarily told a student they were wrong, but that you recognized their lack of accuracy and took steps to support their further learning.
3. Consider the extent to which you provided opportunities for your students to "do mathematics." Which of the Common Core mathematical practices did you PLAN to facilitate and which of those practices are OBSERVABLE in student behavior?
4. Consider how the mathematics was represented in the class. Were connections made between representations (verbal, numerical, pictorial, physical etc.)?

*Questions to consider specific to a science lesson:*

1. In what ways did you access prior knowledge? What misconceptions were revealed during this lesson?
2. Consider the extent to which you provided opportunities for your students to 'do' science. What process skills/practices were embedded and discussed in the lesson?
3. Analyze the explain phase. To what extent were the students sharing discoveries from their exploration? Consider your scientific explanations. Were you accurate in your discussions of science content? Were you precise in your use of vocabulary? Did you encourage precision in students' use of vocabulary? Did you support student accuracy (in other words, did you correctly identify student work as accurate or inaccurate)? This does not mean that you necessarily told a student they were wrong, but that you recognized their lack of accuracy and took steps to support their further learning.
4. Consider how science was represented in the class. What explicit connections were made to the nature of science?

*Questions to consider specific to a social studies lesson:*

1. Describe how your instruction incorporated informed inquiry approaches, such as developing questions and planning inquiries, applying disciplinary concepts and tools, evaluating sources and using evidence, and communicating conclusions and taking informed action.
2. Describe how your instruction promoted the teaching of social studies as a content-rich discipline that strengthens reading, writing, speaking, and listening skills. How did you promote social studies disciplinary literacy (e.g., thinking/reading like a historian, geographer, economist, engaged citizen)?
3. How did you integrate primary sources into your instruction? What did you hope students would learn from the artifacts you chose? How did you build background or contextual knowledge in your students before you presented the artifact?
4. Describe how you integrated technology into instruction. Did your instruction actively engage students in using technology to build their knowledge and creatively express ideas?

*Questions to consider specific to a literacy lesson:*

1. What data did you use to determine that the instructional strategies you used were appropriate for these learners?
2. How did you incorporate the 8 pillars of literacy instruction (Cunningham & Allington, 2011)?
3. If you did not incorporate all 8 pillars of literacy instruction, how might you incorporate those that were not included in the future?
4. How did you assess whether students learned what you taught in this/these lesson(s)?
5. How will you use that assessment to make further instructional plans?