

## TEACHER REFLECTION WORKSHEET

### Teacher Reflection



#### Task, Talk, Tools & Equity

*Use the prompts to reflect on the lesson in order to track student thinking and make changes to improve future lessons.*

*Keep a record of these reflections for your professional portfolio.*

### 1. TASK, TALK, & TOOLS.

**Task.** What was the nature of the task in this lesson? Overall, what was the cognitive load? How does the task relate to students' lived experiences or funds of knowledge?

**Talk.** What was the nature of talk in this lesson? What structures and routines supported student participation in talk?

*The students talked to each other during (name particular parts of lesson) which allowed students to...*

*During turn-and-talks, I observed \_\_\_\_\_ which makes me wonder if/how...*

**Tools.** Tools scaffold student thinking and can house student ideas. Tools in this lesson included the explanatory model scaffold and public records/charts. How did tools support students in communicating and capturing their ideas/thinking?

*The explanatory model allowed students to...*

Overall, reflecting on task, talk, and tools together:

*Talk, task, and tools supported students to share their thinking because...*

*Overall, this combination of talk, task and tools, allowed most/all students to...*

### EQUITY.

Name and describe one issue around equity that arose during this lesson. Consider change(s) to the next lesson to help address this issue. Here are some categories to help you name a specific issue of equity:

- Developing relationships & forming an inclusive, trusting community
- Scaffolding for full participation in the culture and language of science
- Recognizing our own and others' worldviews & developing critical consciousness about our own assumptions and beliefs
- Addressing power dynamics (how a person is seen and responded to by others) to disrupt stereotypes and privilege