**STRUCTURED TALK DATA SNAP TOOL**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class Period\_\_\_\_\_\_\_\_\_\_\_\_

Science lesson topic\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5) **PLAN** your question(s):

**ANTICIPATE** what you might hear in student reasoning at different levels:

What:

How:

Why:

**PLAN** the lesson:

1) What is the purpose of the talk planned for this lesson?

2) What, if anything, are you changing about the talk opportunities from last time? What do you hope these changes will do?

3) Who is trying the practice?

* Teacher
* Teacher + Coach
* Teacher + Coach + Colleagues

4) How often have students engaged in this kind of talk in your class?

* This is the first time
* Tried it 1-2 times before
* Tried it 3-5 times before
* This is done regularly in my class 1-2x/week
* This is done regularly in my class 3-5x/week
* We practice this kind of talk daily

**DO** the lesson: Consider the practices used, and collect talk data.

6) Which non-negotiable aspects of equitable science talk were in play in the lesson?

* Talk turns are structured and specific roles are explicit for students
* Structured talk in science asks students to extend beyond “what level” explanations
* Each student is required to share their own thinking
* Talk is open-ended and encourages students to share multiple responses

7) Which of the following ideas from the network were in play in this lesson? (check all that apply and add any new ones)

|  |  |
| --- | --- |
| **Revising models with evidence*** Prepare for the work of modeling
* Press students toward “how” and “why”\*\*\*
* Engage students in connecting ideas\*\*\*\*\*\*
* Focus students on key science ideas\*\*\*
* Have students track how their thinking has changed over time\*
* Provide access to modeling for all students\*\*
 | **Using evidence to construct and revise explanations*** Help students recognize evidence, hypotheses, and distinguish among them\*\*\*
* Use structures that help students evaluate evidence in relation to hypotheses and use evidence in explanations\*
* Frame hypotheses and explanations as changeable in the face of evidence\*\*
* Provide access to evaluating/using evidence for all students\*\*
* Structure argumentation discussions across students around developing explanations, involving opportunities for questioning and rebuttal\*
 |
| **Supporting equitable talk for how/why explanations*** Scaffold talk norms in the classroom\*\*\*\*
* Create accessible, meaningful science contexts for students to work together\*\*\*
* Provide adequate processing/sharing time\*\*\*
* Structure participation in partner talk, small groups, and whole-class share-out\*\*\*\*\*
* Have students reflect on their engagement in talk\*\*
 | **Supporting language development and making the language of science explicit*** Scaffold academic reading and writing\*\*\*\*
* Identify and plan support for EL students\*\*
* Encourage multiple language use\*\*
 |

Learnings from ACE, Cascade, Chinook, College Place, Evergreen, Highline, Rainier, and Renton

8) What-How-Why Data

|  |  |  |  |
| --- | --- | --- | --- |
|  | What: Student describes *what* happened. Student describes, summarizes, or restates a pattern or trend in data without making a connection to any unobservable/ theoretical components. | How: Student describes *how* or partial why something happened. Student addresses unobservable/ theoretical components tangentially. | Why:Student explains *why* something happened. Student can trace a causal story for why a phenomenon occurred or ask questions at this level. Student uses important science ideas that have unobservable/theoretical components to explain observable events. |
| What might this sound like today? |  |  |  |
| Student 1:* intermediate EL
* advanced EL
* not EL
 |  |  |  |
| Student 2:* intermediate EL
* advanced EL
* not EL
 |  |  |  |

**STUDY** the lesson:

9) What did you learn from the data?

10) How well did the talk serve the intended purpose? What effects did any changes have? Were they as expected?

**ACT**

11) What might you try next time to better support students? (Are there any ideas you could use to improve the talk opportunities?) What new questions came up?