**Teacher Learning: Pause - Reflect - Capture**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Teacher  Initials | What am I learning? | What prompted my learning? | Specifically, how might what I am learning generalize to my teaching practice? That is, how will my work as a teacher be different because of my learning today? | Which “Driver” for supporting ambitious and equitable instruction does this align with? |
|  |  |  |  | * Revising models with evidence * Using evidence to construct and revise explanations * Supporting equitable talk for how/why explanations * Supporting language development and making the language of science explicit |
|  |  |  |  | * Revising models with evidence * Using evidence to construct and revise explanations * Supporting equitable talk for how/why explanations * Supporting language development and making the language of science explicit |
|  |  |  |  | * Revising models with evidence * Using evidence to construct and revise explanations * Supporting equitable talk for how/why explanations * Supporting language development and making the language of science explicit |
|  |  |  |  | * Revising models with evidence * Using evidence to construct and revise explanations * Supporting equitable talk for how/why explanations * Supporting language development and making the language of science explicit |
|  |  |  |  | * Revising models with evidence * Using evidence to construct and revise explanations * Supporting equitable talk for how/why explanations * Supporting language development and making the language of science explicit |

Adapted from Cascade MS, 2015.