

# Action Reflection Planning Tool

Cycle Number: \_\_\_\_\_

Teacher: \_\_\_\_\_

Grade: \_\_\_\_\_

FOCAL STUDENTS			
Name(s)	Capabilities	Challenges	Staff Responsible

Planned: \_\_\_\_\_ Time: \_\_\_\_\_

Co-Planners:

Observed: \_\_\_\_\_ Time: \_\_\_\_\_

Observers: \_\_\_\_\_

Reflected: \_\_\_\_\_ Time: \_\_\_\_\_

Reflectors \_\_\_\_\_

# Planning

Big Idea + connection to Science Frameworks

Baseline: What do students know about the topic?

Science Content Goal: What do we want students to know and be able to do?

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List specific concepts, content, and vocabulary

- Science Process
- Describe
  - Observe (measure)
  - Explore
  - Ask questions
  - Make predictions
  - Gather data
  - Look for patterns
  - Communicate info
  - Make conclusions
  - Compare conclusions
  - Use simple tools
  - Use technology
  - Use several steps
  - Use materials in a variety of ways
  - \_\_\_\_\_

Instructional Plan (include technology, media, materials)	Supports and Adaptations

Assessment: How will students show us through tangible and observable performance what they know they can do?

Evidence of concepts, content, vocabulary	Evidence of inquiry skills
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Rubric we will use to know if students are making progress toward the goal

Criteria	4	3	2	1

What tangible and observable evidence do we have of students' learning of concepts, content, vocabulary, process skills and/or attitudes?



How are students doing in relation to our criteria?



Follow-up plan: Revision of goals, assessment and/or instruction

Student \_\_\_\_\_

Student \_\_\_\_\_



Comments on class as a whole

# Action Reflection Team

## Next Steps

Meeting Time:

Goal(s):

Who should be present:

Resources we need:

## Summary of Team Meeting