**JMCSS Instructional Framework 3.0: Literacy**

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| Teacher Name: | Administrator Name: |
| Date of Walk-Through: | Date of Coaching Conversation: |
| Conversation Notes and Feedback | |
| *Notes:*            *Feedback:* | |

Instructional Practice Guide

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|  | **Feedback:** |
| **Standard Alignment:** The lesson reflects the demands of the standards. |  |
| **Core Action 1: Focus each lesson on a high-quality text (or multiple texts).** | |
| 1. A majority of time is spent reading, writing, or speaking about text(s)\*.  * For classrooms outside of ELA, data representations, diagrams, or other representations of information may be appropriate. In that situation, the rest of the questions using the word “text” would then rely on the source of information described above. However, use of text is still expected a majority of the time. * Brief informational videos may be appropriate depending on the standard(s) being taught. |  |
| 1. The text(s) are at or above the quantitative and qualitative complexity level expected for the grade and time in the school year and exhibit exceptional craft or build knowledge.  * The texts can be entered and re-entered for different purposes. * Examples: Books, poems, short stories, articles, selections from a textbook, etc. used to teach the standard(s). |  |
| 1. The text(s) exhibit exceptional craft and thought, and/or provide meaningful information in the service of building knowledge. |  |
| **Core Action 2: Employ questions and tasks, both oral and written, that are text specific and accurately address the analytical thinking required by the grade-level standards.** | |
| 1. Most questions and writing tasks return students to the text to build understanding of the text and the standard(s) being taught.  * Students can be seen reading or being read to, followed by discussing and/or responding to questions or tasks (orally or written), and re-entering the text to clarify or extend their understanding of what they have read. |  |
| 1. Most questions and writing tasks require students to collect and use evidence from the text to demonstrate understanding and to support their ideas about the text.  * Questions should be answered through a student’s understanding that is then able to be supported by text evidence. * During any reading time, interactive lecture, or informational videos, students have a purpose for reading or listening and are noting evidence, thoughts, conclusions, etc. in some way. |  |
| 1. Most questions and writing tasks focus students on the most important words, phrases, and sentences that matter most to understanding the text and how they are used in the text.  * Students are asked to address vocabulary, phrases, and sentences in the context of what they are reading and not in isolation. * Unless a cold read is specifically called for or needed, teachers preview the words, phrases, and sentences that are essential to students’ comprehension of the text. |  |
| 1. Most questions are intentionally sequenced to support building knowledge by guiding students to delve deeper into the text.  * Questions show a progression from basic to complex (increasing the level of demand of the questions). * The sequence of questions guides students’ thinking to the main takeaways desired by the teacher’s task (as determined by the standard). |  |
| **Core Action 3: Engage students in the work of the lesson.** | |
| 1. The teacher allows time for productive struggle and perseverance with tasks that meet the standards.  * Wait time is provided * Tasks are chunked into smallest units possible in order to provide for maximum opportunities for feedback * The teacher utilizes information gained from questioning and circulating among a majority of the students to determine if re-teaching is necessary within each chunk |  |
| 1. The teacher expects evidence and precision from students and probes students’ answers accordingly. Students display persistence in providing textual evidence to answers and responses, orally and/or in writing.   The teacher does not accept “general” statements as evidence, but pushes for clear and specific evidence that adequately backs up a student’s response   * During whole group instruction, the teacher cold calls on students and pushes them for the best evidence possible. * When students are working, the teacher utilizes “Praise, Prompt, and Leave” to push students who need re-direction or whose responses need to be more specific * The teacher utilizes information gained from questioning and circulating among a majority of the students to determine if re-teaching is necessary within each chunk |  |
| 1. The teacher creates the conditions for student conversations where students are encouraged to talk about the each other’s thinking about the text. Students talk about and ask questions about each other’s thinking about the text in order to clarify or improve their own understanding. |  |
| 1. The teacher deliberately checks for understanding throughout the lesson and adapts the lesson according to students’ understanding, and students refine their written and/or oral responses (if appropriate). |  |
| **Mastery: Teaching to mastery of all students is targeted throughout the lesson** | |

**Literacy Instructional Framework Coaching Questions**

Alignment - What is your standard for today? How do the tasks included in this lesson meet your standard? Are there areas where you think the tasks could be more closely aligned to the standard? For future lessons, how could you make sure there was close alignment to the standard?

Core 1A - What text will be used in this lesson? How did you decide when not to use the text for this particular portion of the lesson? For future lessons, how can you ensure that the standard you are teaching can be taught with the selected text?

Core 1B - What aspects of this text make it complex for students? How do you decide when to use texts that are below the appropriate complexity for the grade level and when to use texts that are at or above the complexity for the grade level? When is the next time students will work with text at the complexity for their grade level? For future lessons, how can you ensure students spend their time in class with grade level text?

Core 2A - Are the questions from this task text-dependent? Do students have to look back to the text to develop their answer(s) or can they answer with prior knowledge or just what they remember from reading? How do the questions/task address the structure, concepts, ideas and/or details of this text? How did you decide which one(s) to focus on for this lesson? For future lessons, how can you ensure tasks require students to return to the text to build understanding?

Core 2B - How was evidence from the text used in this lesson? Was the evidence students cited the sole answer or was the evidence used to justify/support their understanding from reading? For future lessons, how can you ensure students use evidence to demonstrate their understanding (and not just use evidence the answer in and of itself)?

Core 2C - What words, phrases, and/or sentences from this lesson are the most important for students to understand? Why? How did you identify those words/phrases/sentences? How does understanding of those words, phrases, and/or sentences support their mastery of the standard for this lesson? For future lessons, how will you use the standard to help identify the most important words, phrases, and/or sentences in the text?

Core 2D - What is the ultimate goal/objective that you wanted students to get out of this lesson? Talk about how the sequence of your questions helped students to get there. For future lessons, how can you make sure the sequence of questions in the lesson leads students to deeper levels of understanding as informed by the standard and the text?

Core 3A - How did students spend most of their time in this lesson? What do you think was the most challenging aspect of this lesson for students? What did you put in place to make sure all students had to persist through a challenge? For future lessons, how can you ensure all students experience productive struggle during your lesson?

Core 3B - How did you probe students answers to make sure they fully understood their own conclusions? Were you able to do this with most/all of the students? Talk about a specific example of this type of questioning from the lesson and what you were hoping to accomplish through your questioning of the student. For future lessons, how can you ensure you have an opportunity to probe students’ responses for more evidence and precision?

Core 3C - What opportunities did students have to converse with each other about their thinking on certain tasks? How do you decide when to let students discuss their thinking? For future lessons, how can you ensure students have opportunities to discuss their thinking about the most critical components of the lesson?