**JMCSS Instructional Framework 3.0**

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| Teacher Name: | Administrator Name: |
| Date of Walk-Through: | Date of Coaching Conversation: |
| Conversation Notes and Feedback on “How” (Starter, Engagement, or Ending) |
| *Notes:**Feedback:* |

 **Culture of Teaching and Learning**

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| **Instructional strategies and structures** *: Purposeful reading, writing, and discussion throughout the lesson* **Feedback** |
| **Starter** (*Approximately 7-12 minutes)***Greeting:*** Teacher greets students as they enter with a smile

**Focusing Activity:*** Learning begins when students enter the room
	+ A focusing activity (bell-ringer, do now, etc.) is posted or ready for students before they enter
		- 3 to 5 questions of increasing complexity answered, or
		- 3 to 5 sentences written
	+ The focusing activity is related to a previous or the current lesson
	+ All students are seated and begin work without direction from the teacher
* The focusing activity is reviewed or discussed

**Objectives/Agenda:*** Current learning objectives and agenda for the class are posted & communicated (Based on the standard(s) being taught)
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| **Engagement****Chunking:*** Utilized to break lessons into small segments in order to provide frequent feedback and identify any areas that need re-teaching

**Gradual Release:*** I do, we do, you do (small “chunk” alone or in pairs while teacher formatively assesses/checks for understanding and re-teaches as needed), you do alone (independent practice to display mastery)
	+ There will be multiple cycles of this process in one lesson

**Teacher Talk and Student Work:*** Students are actively engaged with the teacher or other students (Avoid the void)
	+ Teacher talk:
		- Cold calling, life-lines, no opt-outs
		- Students SLANT (Sit up, Lean Forward, Ask and Answer Questions, Note Key Information, and Track the Speaker)
		- Students working:
	+ Teacher purposefully circulates and utilizes Praise, Prompt, and Leave to check for understanding and provide feedback

**Think, write, pair and share**: * Pose a question to the whole group
* Give students think time, have student to write a response
* Pair students, students share their thinking with their partner
* Randomly call on students to share their thinking whole group
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| **Ending** (*Approximately 7-12 minutes)***Closing Assessment:*** Brings closure to the lesson
* Teacher uses formative assessments to:
	+ Inform instruction: What do I teach tomorrow?
	+ Target review
	+ Focus remediation
* “3 to 5”
	+ 3 to 5 questions answered, or
	+ 3 to 5 sentences written

**Time-Keeping Strategy:*** Teacher has identified a time-keeping strategy
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| **Environmental Readiness** | **Feedback** |
| * Students complete instructional tasks, volunteer responses and/or ask appropriate questions.
* Students follow behavioral expectations and directions.
* Students execute transitions, routines and procedures in an orderly and efficient manner.
* Students are engaged in the work of the lesson from start to finish; there is a sense of urgency about how time is used.
* Students and their teacher demonstrate a joy for learning through positive relationships and strong classroom culture that is responsive to student interests, experiences, and approaches to learning.
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