**Icon

Description automatically generatedJMCSS 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) |  |
| **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 |  |
| **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. |  |