**Instructional Focus Points (IFP)**

|  |
| --- |
| **Observation Indicators** |
| **Component: [2a] Is the classroom characterized by mutual respect and a positive climate?** |
| * Teacher and students practice respectful speaking and listening
* Attention to students’ background and lives outside of the classroom
* The cultural, ethnic, and linguistic diversity of students is incorporated into the learning
* Teachers and students encourage each other in the learning process
 |
| Not Yet | Somewhat | Mostly | Yes |
| **Component: [2d]** **Are off task behaviors addressed and minimized?** |
| * Students follow clearly established classroom standards of conduct.
* Clear standards of conduct are posted and referred to during the lesson
* Teacher awareness of student conduct
* Teacher takes into account the cultural background of the students
 |
| Not yet | Somewhat | Mostly | Yes |
| **Component: [3a] Is the purpose of the learning communicated and modeled?** |
| * Students can see the objective
* Students can state what they’re learning
* Academic language is used throughout lesson
* Learning is connected to students’ knowledge, and cultural experiences
* Objective is aligned to a standard
 |
| Not Yet | Somewhat | Mostly | Yes |
| **Component:** [**3b] Are questions evident, and reflective of high expectations?** |
| * Teacher questions are open ended
* Both teachers and students ask questions at DOK 2 or above
* Teacher uses equitable questioning strategies
* Questions and prompts include racial, ethnic, and cultural relevance
* ALL students engage in structured academic talk
 |
| **Component: [3c] Are 80 percent or more of students engaged throughout the observation?** |
| * 85% of students engage in DOK 2 or above learning activities throughout observation
* Teacher uses multiple engagement strategies and flexible grouping to ensure learning
 |
| Not Yet | Somewhat | Mostly | Yes |
| **Component: [3d] and (3E) Are students assessed and provided feedback related to their learning?** |
| * Students clearly understand the characteristics of high-quality work
* Ongoing formative assessment throughout lesson – tied to Success Criteria
* Feedback is clear, immediate, and specific to learning
* Teacher successfully makes modification to instruction based on formative assessment
* Teacher adjusts instruction to meet racial, cultural, ethnic, or linguistic learning styles

  |
| Not Yet | Somewhat | Mostly | Yes |

|  |  |  |  |
| --- | --- | --- | --- |
| **Teacher** |  | **Grade/Course** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** |  | **Period/Time** |  |

|  |  |
| --- | --- |
| **Teacher Actions** | **Student Actions** |
|  |  |
| **Coaching Focus:** |