**Instructional Focus Points (IFP)**

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| **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 |

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

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

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