



**JACKSON
PUBLIC SCHOOLS**

Transforming lives through
excellent education



2021 – 2022

Instructional Framework

**Office of Teaching and Learning
Commitment #2 – Innovative Teaching and Learning**

MISSION

VISION

CORE VALUES

JPS VISION

At Jackson Public Schools. We prepare scholars to achieve globally, to contribute locally, and to be fulfilled individually.

JPS MISSION

At Jackson Public Schools, we develop scholars through world-class learning experienced to attain an exceptional knowledge base, critical and relevant skill sets, and the necessary dispositions for great success.

JPS CORE VALUES

Equity

Excellence

Growth Mindset

Relationships

Relevance

Positive and Respectful

Cultures

INSTRUCTIONAL FRAMEWORK OVERVIEW

“The most important factor affecting student learning is the teacher. More can be done to improve education by improving the effectiveness of teachers than by any other single factor.”

Sanders, W. L., & Rivers, J. C. (1996).

The purpose of the Jackson Public Schools Instructional Framework (JPSIF) is to provide a consistent system for defining the teaching and learning process. The JPSIF establishes the structure of excellence, in which high quality teaching and learning is to occur. The JPSIF also provides the expected professional practices that ensures all novice and veteran teachers, have a clear picture of the district’s vision of excellence in teaching. The JPSIF describes the evidence-based teaching practices/behaviors and the student behaviors that should occur during high-level instruction. The JPSIF embeds our district’s core values and what teachers should know and be able to do in the following domains:

- Domain I: Lesson Design
- Domain II: Student Understanding
- Domain III: Culture and Learning Environment
- Domain IV: Professional Responsibilities

A well-articulated common instructional framework ensures greater consistency in instruction from school-to-school within the district and from grade-to-grade within each school. The JPSIF ensures increased consistency in how teaching is executed across the district. It ensures that all of our scholars receive equitable supports that is paramount to student success.

The JPSIF incorporates elements of social emotional learning to ensure teachers provide instruction that is culturally responsive. It also demonstrated opportunities for teachers to infuse the skills needed to recognize and manage emotions, develop empathy for others, make good choices, establish and maintain positive relationships, and handle conflict appropriately.

The JPSIF provides a guide for improving teaching practices. To be effective at their practice, teachers must be reflective practitioners. An instructional framework builds a common language among teachers, administrators, and instructional support team members regarding expected effective practices. The JPSIF helps to establish targeted areas of strengths and areas defined within our professional learning communities and professional learning opportunities in order to support and provide quality feedback to teachers. The JPSIF describes specifics for what should take place in every school and each classroom across the district.

INSTRUCTIONAL FRAMEWORK MODEL

During Phase 1, teachers plan and prepare for quality instruction. This includes reviewing high quality materials and curricula in order to develop high-level lessons, resources, and activities that are aligned to the MS-CCR Standards in order to meet the needs of all students. During this phase, teachers should also review their students' individualized data. This may include IEPs, 504 plans, ELPs, and/or end-of-the-year data. Teachers use this information to execute and deliver high quality lessons during the next phase.



During this phase, teachers examine the student outcomes to determine methods for readjusting instructional practices. Teachers provide continuous improvement by identifying specific areas of improvements and/or areas of success. Teachers also utilize this process to begin and/or revise the planning and preparation phase as they continue to provide continuous instruction.

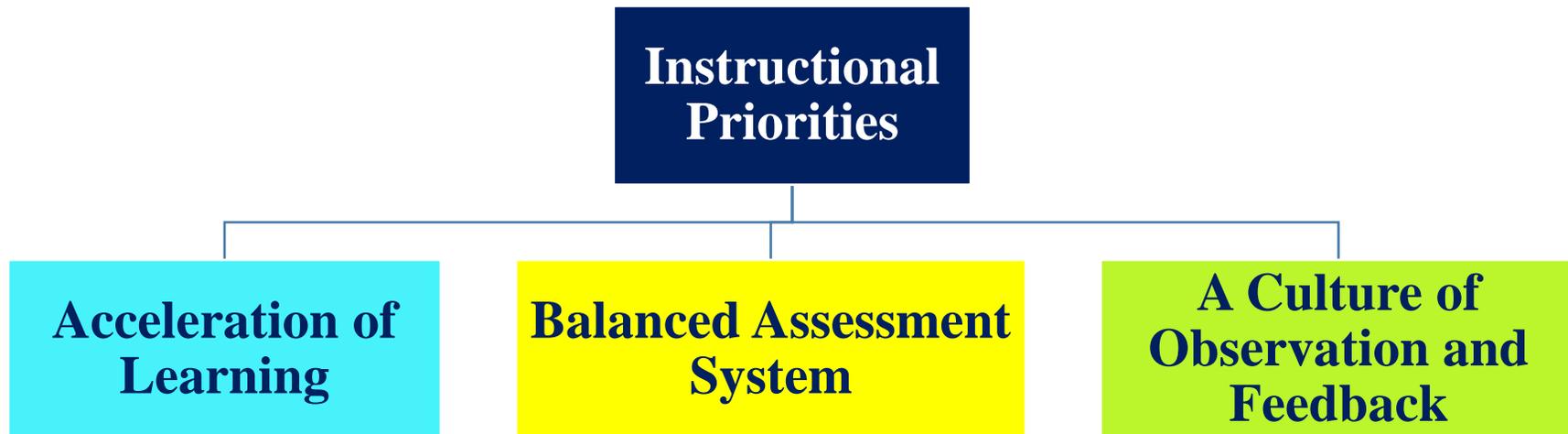


During this phase, teachers execute and deliver the prepared lessons with quality and effective best practices. Teachers provide relevant and cohesive connections in order to build relationships and create a learning-focused community. Teachers deliver differentiated and culturally responsive lessons in order to create high levels of learning for all students. Student outcomes are measured in the next phase.



During this phase, teachers provide summative and formative assessments to evaluate their students' levels of understanding and mastery of content. Through the utilization of the Focus Instructional Team (F.I.T.) process, PLCs, collaborations, and student conferences, teachers engage in analyzing student performance data/outcomes to improve student achievement. These processes will also inform strategic next steps for reflecting and readjusting instructional best practices.

2021-2022 INSTRUCTIONAL PRIORITIES



The JPS Deputy Superintendent’s team has identified three instructional priorities for the 2021-2022 school year. This structured approach will guide all professional learning, coaching and instructional supports, as well as, provide a systematic alignment to a strategic focused effort to improve scholar outcomes.

Instructional Priority 1 – Acceleration of Learning

"Accelerating learning provides opportunities for students to learn at grade level rather than through tracking or remediation, which can narrow educational opportunities for students and might lead them to become disengaged." (USDOE Covid-19 Roadmap to Reopening Safely and Meeting All Students’ Needs)
Jackson Public Schools

Instructional Priority 2 – Balanced Assessment System

*"Assessments at all levels—from classroom to state—will work together in a system that is comprehensive, coherent, and continuous. In such a system, assessments would provide a variety of evidence to support educational decision making. Assessment at all levels would be linked back to the same underlying model of student learning and would provide indications of student growth over time (p. 9)." (The seminal publication *Knowing What Students Know: The Science and Design of Educational Assessment* (National Research Council [NRC], 2001).*

Instructional Priority 3 – A Culture of Observation and Feedback

"Feedback is one of the most powerful influences on learning and achievement." (Hattie & Timperley, 2007).

INSTRUCTIONAL FRAMEWORK LOOK-FORS

The teacher and student behaviors described for each instructional framework standard is not an exhaustive list and should not to be used as a checklist. The evidence of implementation look-fors provide a proficient understanding of what should occur during this phase of the teaching and learning process. The teacher and student look-fors have been colored-coded by instructional priority. Acceleration of learning is highlighted in turquoise. The balanced assessment system is color-coded in yellow. Observation and feedback are color-coded in lime green.

Domain I: Lesson Design			
Instructional Framework Standard	Core Value	Academic and Social and Emotional behaviors that should be evident in each class setting: traditional, hybrid or virtual	
		Teacher Behaviors	Scholar Behaviors
Lessons are aligned to state standards and represent a coherent sequence of learning	<ul style="list-style-type: none"> Equity Excellence Growth Mindset Relevance 	<p>The teacher’s instructional practices would demonstrate lessons that are:</p> <ul style="list-style-type: none"> aligned to the MS-CCRS Standards and incorporates district-adopted curricula. connected to the essential questions, talking points, transitions, and high-order questions etc. utilizing visual aids such as graphic organizers, manipulatives, and/or anchor charts integrated with other disciplines, the arts, and technology, as deemed appropriate utilizing stages of the learning process such as teacher modeling, concept development, checks for understanding, and multiple opportunities for student practice utilizing evidenced-based strategies for inquiry based learning and project-based learning as well as provide choice culturally relevant differentiated based on students’ abilities and learning styles organized with a clear sequence so that students can refer to the objectives, standards, essential questions, and “I can statement” engage students in meaningful discussions that make connections between SEL and academic content provide time for student reflection on SEL competencies embedded SEL standards into instruction 	<p>Based on the teacher’s instructional practices, students should:</p> <ul style="list-style-type: none"> participate in activities that yield products aligned to the MCCR standards stated in the lesson. articulate lesson’s goals beyond expected work product. use “I Can” statements to articulate their understanding of the standards. participate at various levels, using building blocks to move to independent practice and mastery. exhibit productive struggle choose challenging tasks and instructional materials Students share perspectives on how SEL competencies connect to what they are learning

INSTRUCTIONAL FRAMEWORK LOOK-FORS

Domain I: Lesson Design			
Instructional Framework Standard	Core Value	Academic and Social and Emotional behaviors that should be evident in each class setting: traditional, hybrid or virtual	
		Teacher Behaviors	Scholar Behaviors
<p>1. Lessons have high levels of learning for all students</p>	<ul style="list-style-type: none"> Equity Excellence Growth Mindset Relevance Relationships Positive and Respectful Culture 	<p>The teacher's instructional practices would demonstrate lessons that:</p> <ul style="list-style-type: none"> include ready enrichment and remedial activities for both higher-performing and striving students, respectively. indicate levels of student choice regarding expected standards-aligned work products, where appropriate. allocate major portions of time to student activities rather than to teacher talk. highlight and/or annotate the essential questions, talking points, transitions, etc in the teacher's edition. make clear shift during the lesson from instructor to learning facilitator. Set high expectations and express confidence that all students can persevere through challenging questions 	<p>Based on the teacher's instructional practices, students should:</p> <ul style="list-style-type: none"> follow clearly delivered instructions about student groupings, differentiated activities, and expected work products. They work diligently to complete assignments within the allotted time frame. state lesson's connections to previous material and their own experiences. respond accurately to questions regarding lesson's connections to previous learning take ownership of their learning during the lesson. persevere to complete a task, individually or collectively. provide evidence to support their answers and reflect on why the choice was made.

INSTRUCTIONAL FRAMEWORK LOOK-FORS

Domain II: Student Understanding			
Instructional Framework Standard	Core Value	Academic and Social and Emotional behaviors that should be evident in each class setting: traditional, hybrid or virtual	
		Teacher Behaviors	Scholar Behaviors
<p>2. Assists students in taking responsibility for learning and monitors student learning</p>	<ul style="list-style-type: none"> Equity Excellence Growth Mindset Relevance Relationships Positive and Respectful Culture 	<p>The teacher's instructional practices would demonstrate lessons that:</p> <ul style="list-style-type: none"> clearly communicates lesson's goals and drives all parts of the lesson by frequently reiterating those goals and essential questions. constantly "takes the pulse" of the class with open-ended questions that provide students opportunities to clearly articulate their level of knowledge. employ various strategies to spur student participation, reflection, and self-assessment (including wait time, think-pair-share, think-alouds, affirmation of student contributions, etc.). circulate throughout lesson, giving feedback to students during the learning process. employ written or oral formative assessments (quick-writes, exit tickets, checklists, etc.). Where appropriate, provides rubrics or other measures of success for students to measure their own performance. communicate the goal (in the form of an "I Can" statement or learning target, for example). refer to visibly posted objectives, essential questions, "I Can" statements, anchor charts, and a clear sequence of activities. create opportunities for students to articulate how their learning connects to their Mississippi Academic Assessment Program (MAAP) goals, their Accelerated Reader (AR) goals, their next level of learning, and their college and career choices. 	<p>Based on the teacher's instructional practices, students should:</p> <ul style="list-style-type: none"> articulate lesson's goals and essential questions beyond expected work product. actively participate in the learning process (e.g. creating materials, asking "why" questions, and respectfully challenging and affirming one another). refer to notes, interactive notebooks, past assignments, anchor charts, and examples or resources for self-corrections and guidance. use feedback from teacher and/or peers to drive real-time adjustments to learning and output. express how their current learning connects to their futures, spontaneously or when prompted. co-design and lead their own approaches to learning and regular drive classroom discussion give input when making choices about classroom projects, operations, and/or routines

INSTRUCTIONAL FRAMEWORK LOOK-FORS

Domain II: Student Understanding			
Instructional Framework Standard	Core Value	Academic and Social and Emotional behaviors that should be evident in each class setting: traditional, hybrid or virtual	
		Teacher Behaviors	Scholar Behaviors
<p>3. Provides multiple ways for students to make meaning of content</p>	<ul style="list-style-type: none"> Equity Excellence Growth Mindset Relevance Relationships Positive and Respectful Culture 	<p>The teacher's instructional practices would demonstrate lessons that:</p> <ul style="list-style-type: none"> facilitate productive discussion and promotes academic discourse by asking clarifying, probing, and open-ended questions. provide several avenues for students to demonstrate understanding, including, but not limited to, oral, written, and visual demonstrations, arts products, real-world examples and manipulatives, and connections to prior knowledge. facilitate productive discussion and promotes academic discourse provide specific frequent feedback for improvement and offers students opportunities to fix mistakes 	<p>Based on the teacher's instructional practices, students should:</p> <ul style="list-style-type: none"> work together collaboratively to share learning and solve problems. ask clarifying, probing, open-ended questions. complete a variety of activities and media to show mastery and growth, including, but not limited to, centers, partner work, and technology, by choice or teacher-driven differentiation and sequencing. participate willingly in discussion, asking teachers and one another "why" questions driven by the lesson's essential questions. make connections between current lesson and previous learning, their own experiences, or their future goals, on their own or when prompted. collaborate willingly and complete a number of activities using various media in a variety of groupings choose tasks that are appropriate to their interest and learning styles, when appropriate

INSTRUCTIONAL FRAMEWORK LOOK-FORS

Domain III: Culture and Learning Environment			
Instructional Framework Standard	Core Value	Academic and Social and Emotional behaviors that should be evident in each class setting: traditional, hybrid or virtual	
		Teacher Behaviors	Scholar Behaviors
<p>4. Manages a learning focused community</p>	<ul style="list-style-type: none"> Equity Excellence Growth Mindset Relevance Relationships Positive and Respectful Culture 	<p>The teacher's instructional practices would demonstrate lessons that:</p> <ul style="list-style-type: none"> use language that invites participation and uses mechanisms/structures (popsicle sticks, talking chips, random generator, etc.) that encourage all students to participate and take academic risks. refer to classroom visuals that articulate expectations about classroom participation and engagement, when appropriate. narrate positive behaviors, and redirects quickly and specifically to particular behaviors. use proximity control, verbal redirection, appropriate questioning strategies, and other cues to redirect and quickly address off-task student behavior. have procedures in place to handle administrative tasks, student requests, and other interruptions without derailing instruction. display aligned student work current unit, learning targets, or essential questions. employ a variety of classroom management techniques to sustain a learning-focused environment. structure opportunities for students to work collaboratively so that each student's contributions are valued. addresses students by name positively communicates and demonstrates warmth and enjoyment with students affirms students' efforts and responds to their needs 	<p>Based on the teacher's instructional practices, students should:</p> <ul style="list-style-type: none"> concentrate, focus and display responses (body language, oral responses, questions) that show engagement, in response to the teacher's encouragement and direction. take academic risks: they are not discouraged by wrong answers, are not embarrassed to ask questions, and use wrong answers as learning opportunities. explain classroom or lesson expectations and procedures, when prompted. adhere to procedures for interruptions, demonstrate an understanding of expectations for transitions, and assist with routines to maximize time on task. share academic knowledge (e.g. in peer tutoring, modeling their understanding, keeping group work on task, assisting with routines to maximize time on task). share their ideas, perspectives, and concerns with their teachers and their peers

INSTRUCTIONAL FRAMEWORK LOOK-FORS

Domain III: Culture and Learning Environment			
Instructional Framework Standard	Core Value	Academic and Social and Emotional behaviors that should be evident in each class setting: traditional, hybrid or virtual	
		Teacher Behaviors	Scholar Behaviors
<p>5. Manages classroom, space, time, and resources (including technology when appropriate) effectively for student learning</p>	<ul style="list-style-type: none"> • Equity • Excellence • Growth Mindset • Relevance • Relationships • Positive and Respectful Culture 	<p>The teacher’s instructional practices would demonstrate lessons that:</p> <ul style="list-style-type: none"> • have materials classroom materials set up and readily available for the lesson prior to instruction. • embed procedures and structures for transitions so that they are well organized, efficient, and maximize instructional time. • organize a safe, hazard-free classroom for specific instructional functions to support independent, paired, small group, and whole group instruction, and ensures the space is accessible to students with disabilities. • incorporate a variety of groupings, as well as adequate opportunities for independent practice, during instruction to maintain student engagement and support the learning objectives. • close the activity/lesson with clear references to the essential questions and opportunities for students to assess and/or articulate understanding. 	<p>Based on the teacher’s instructional practices, students should:</p> <ul style="list-style-type: none"> • consistently adhere to all classroom instruction, activities, and transitions, students demonstrate behaviors that are consistent with posted expectations and procedures. • access learning materials, easily • demonstrate an understanding of individual and small group processes and consistent behaviors by working silently or cooperatively with one another, respectively.

INSTRUCTIONAL FRAMEWORK LOOK-FORS

Domain III: Culture and Learning Environment			
Instructional Framework Standard	Core Value	Academic and Social and Emotional behaviors that should be evident in each class setting: traditional, hybrid or virtual	
		Teacher Behaviors	Scholar Behaviors
<p>6. Creates and maintains a classroom of respect for all students</p>	<ul style="list-style-type: none"> Equity Excellence Growth Mindset Relevance Relationships Positive and Respectful Culture 	<p>The teacher’s instructional practices would demonstrate lessons that:</p> <ul style="list-style-type: none"> observe teacher interactions with students reflect genuine respect and caring and communicate an expectation of the same behavior among students use more reinforcing comments, addresses student concerns and/or questions as soon as possible, and addresses negative behaviors calmly, objectively, and, when appropriate, privately. do not engage in power struggles with students and refrains from the use of sarcasm and raised voice. Rather, teacher offers more positive reinforcement via verbal shout-outs or visual displays (classroom shout-outs, etc.). use criteria such as student ability, performance, need, and specialized interests as a basis for groups. use alternative instructional methods that enhance the learning for students with disabilities as a mechanism to teach all students. use relevant cultural examples to encourage tolerance, as well as to make connections to the standards and content. encourage students to share norms, traditions, and other aspects of culture relevant to the content, when appropriate. redirect any behavior challenges respectfully and discreetly by encouraging student reflection and Tools for Life strategies. 	<p>Based on the teacher’s instructional practices, students should:</p> <ul style="list-style-type: none"> treat the teacher and one another with respect, using language and behaviors consistent with school and classroom expectations. support one another and volunteer to help one another. produce group work that is collaborative, productive, and directed towards achieving academic mastery. show tolerance and respect for norms, traditions, races, creeds, genders, and other aspects of culture different from their own. assume responsibility for routines and procedures monitor and regulate their behavior and emotions in the classroom use problem-solving strategies and tools to resolve conflicts

INSTRUCTIONAL FRAMEWORK LOOK-FORS

Domain IV: Professional Responsibilities			
Instructional Framework Standard	Core Value	Academic and Social and Emotional behaviors that should be evident in each class setting: traditional, hybrid or virtual	
		Teacher Behaviors	Scholar Behaviors
7. Engages in professional learning	<ul style="list-style-type: none"> Equity Excellence Growth Mindset Relevance 	<p>The teachers should participate in professional learning that:</p> <ul style="list-style-type: none"> integrate strategies learned from school- and/or district-wide professional development sessions. strengthen practice over time based on focused feedback from coaching sessions and observation debriefs. engage teachers during professional learning communities, planning sessions, coaching sessions, or professional development sessions, teacher is actively engaged. They enthusiastically offer productive insights to whole- and small-group conversations and seek meaningful connection to their own classroom instruction. Teacher meets all deadlines for department meetings, grade-level meetings, and other professional learning communities. 	<p>Based on the teacher's professional learning, students should:</p> <ul style="list-style-type: none"> experience higher levels of performance (achievement or otherwise) gradually improves as a result of deliberate teacher actions from professional development or focused coaching feedback.
Domain IV: Professional Responsibilities			
Instructional Framework Standard	Core Value	Academic and Social and Emotional behaviors that should be evident in each class setting: traditional, hybrid or virtual	
		Teacher Behaviors	Scholar Behaviors
8. Establish and maintains communication with families/guardians	<ul style="list-style-type: none"> Relationships Positive and respectful cultures Equity 	<p>Teachers should communicate with parents and families as evidenced by:</p> <ul style="list-style-type: none"> communication logs and reports from school status newsletters to promote communication family nights and other opportunities that engage parents 	<p>Students should be able to:</p> <ul style="list-style-type: none"> articulate how and whether teacher communicates positive updates to their families/guardians. participate in various activities that promote cultural diversity