Jackson Public Schools Instructional Framework

Domain I: Lesson Design			
Standard	**Teacher Look-Fors**	**Student Look-Fors**	**Connections to JPS Core Values**
1. Lessons are aligned to state standards and represent a coherent sequence of learning	☐ Teachers plan lessons that are aligned to Mississippi College and Career-Ready (MCCR) Standards and feature prominent usage of district-wide curriculum materials. ☐ Teachers utilize editions of curriculum materials to highlight and/or annotate essential questions, talking points, transitions, etc. ☐ Lessons driven by student needs and demonstrate alignment with the curriculum pacing guide. ☐ Plans indicate a variety of materials and resources (including, but not limited to, graphic organizers, manipulatives, anchor charts, the arts, and technology). ☐ Plans detail teacher modeling, concept development, checks for understanding, and multiple opportunities for student practice and/or modeling. ☐ Plans are logically structured and reasonably paced.	☐ Students participate in activities that yield products aligned to the MCCR standards stated in the lesson. ☐ Students articulate lesson's goals beyond expected work product. ☐ Students use "I Can" statements to articulate their understanding of the standards. ☐ Students participate at various levels, using building blocks to move to independent practice and mastery.	Equity Excellence Growth Mindset Relevance

Note: Teacher and student look-fors do not include an exhaustive list.

Jackson Public Schools Instructional Framework

Domain I: Lesson Design			
Standard	**Teacher Look-Fors**	**Student Look-Fors**	**Connections to JPS Core Values**
	☐ Plans show learning activities that connect to other subjects. ☐ Objectives, standards, essential questions, "I Can" statements, and a clear sequence are visible for students to refer to if needed.		
2. Lessons have high levels of learning for all students	☐ Teacher's plans include ready enrichment and remedial activities for both higher-performing and striving students, respectively. ☐ Where appropriate, teacher's plans indicate levels of student choice regarding expected standards-aligned work products. ☐ Teacher's plans allocate major portions of time to student activities rather than to teacher talk. ☐ Teacher's editions of curriculum materials are highlighted and/or annotated with essential questions, talking points, transitions, etc. ☐ Teacher makes clear shift during the lesson from instructor to learning facilitator.	☐ Students can follow clearly delivered instructions about student groupings, differentiated activities, and expected work products. They work diligently to complete assignments within the allotted time frame. ☐ Students are able to state lesson's connections to previous material and their own experiences. ☐ Students respond accurately to questions regarding lesson's connections to previous learning ☐ Students take ownership of their learning during the lesson.	Equity Excellence Growth Mindset Relevance

Note: Teacher and student look-fors do not include an exhaustive list.

Jackson Public Schools Instructional Framework

Domain II: Student Understanding			
Standard	**Teacher Look-Fors**	**Student Look-Fors**	**Connection to JPS Core Values**
3. Assists students in taking responsibility for learning and monitors student learning	☐ Teacher clearly communicates lesson's goals and drives all parts of the lesson by frequently reiterating those goals and essential questions. ☐ Teacher constantly "takes the pulse" of the class with open-ended questions that provide students opportunities to clearly articulate their level of knowledge. ☐ Teacher employs various strategies to spur student participation, reflection, and self-assessment (including wait time, think-pair-share, think-alouds, affirmation of student contributions, etc.). ☐ Teacher circulates throughout lesson, giving feedback to students during the learning process. ☐ Teacher employs 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.	☐ Students can articulate lesson's goals and essential questions beyond expected work product. ☐ Students are active participants in the learning process (e.g. creating materials, asking "why" questions, and respectfully challenging and affirming one another). ☐ Students refer to notes, interactive notebooks, past assignments, anchor charts, and examples or resources for self-corrections and guidance. ☐ Students use feedback from teacher and/or peers to drive real-time adjustments to learning and output. ☐ Spontaneously or when prompted, students express how their current learning connects to their futures.	Equity Excellence Growth Mindset Relationships Relevance Positive & Respectful Culture

Note: Teacher and student look-fors do not include an exhaustive list.

Jackson Public Schools Instructional Framework

Domain II: Student Understanding			
Standard	**Teacher Look-Fors**	**Student Look-Fors**	**Connection to JPS Core Values**
	☐ Teacher asks students to communicate the goal (in the form of an "I Can" statement or learning target, for example). ☐ Teacher refers to visibly posted objectives, essential questions, "I Can" statements, anchor charts, and a clear sequence of activities. ☐ Teacher creates 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.		
4. **Provides multiple ways for students to make meaning of content**	☐ Teacher facilitates productive discussion and promotes academic discourse by asking clarifying, probing, and open-ended questions. ☐ Teacher provides several avenues for students to demonstrate understanding, including, but not limited to, oral, written, and visual demonstrations, arts products,	☐ Students work together collaboratively to share learning and solve problems. ☐ In response to the teacher and one another, students ask clarifying, probing, open-ended questions. ☐ Students (by choice or teacher-driven differentiation and sequencing) complete a variety of activities and	Equity Excellence Growth Mindset Relevance Positive & Respectful

Note: Teacher and student look-fors do not include an exhaustive list.

Jackson Public Schools Instructional Framework

Domain II: Student Understanding			
Standard	**Teacher Look-Fors**	**Student Look-Fors**	**Connection to JPS Core Values**
	real-world examples and manipulatives, and connections to prior knowledge. ☐ Teacher facilitates productive discussion and promotes academic discourse	media to show mastery and growth, including, but not limited to, centers, partner work, and technology. ☐ Students participate willingly in discussion, asking teachers and one another "why" questions driven by the lesson's essential questions. ☐ Unprompted or when asked, students make connections between current lesson and previous learning, their own experiences, or their future goals. ☐ Students collaborate willingly and complete a number of activities using various media in a variety of groupings	Culture

Jackson Public Schools Instructional Framework

Domain III: Culture and Learning Environment			
Standard	**Teacher Look-Fors**	**Student Look-Fors**	**Connection to JPS Core Values**
5. Manages a learning-focused community	☐ Teacher uses 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. ☐ Teacher structures opportunities for students to work collaboratively so that each student's contributions are valued. ☐ When appropriate, teacher refers to classroom visuals that articulate expectations about classroom participation and engagement. ☐ Teacher is not stationary, is aware of on-task behavior, narrates positive behaviors, and redirects quickly and specifically to particular behaviors. ☐ Teacher uses proximity control, verbal redirection, appropriate questioning strategies, and other cues to redirect and quickly address off-task student behavior. ☐ Teacher has procedures in place to	☐ In response to teacher encouragement and direction, a clear majority of students are concentrating and paying attention and display responses (body language, oral responses, questions) that show engagement. ☐ Students take academic risks: they are not discouraged by wrong answers, are not embarrassed to ask questions, and use wrong answers as learning opportunities. ☐ When prompted, students can explain classroom or lesson expectations and procedures. ☐ Students adhere to procedures for interruptions, demonstrate an understanding of expectations for transitions, and assist with routines to maximize time on task. ☐ Either prompted or unprompted, students share academic knowledge (e.g. in peer tutoring, modeling their understanding, keeping group work on	Equity Excellence Growth Mindset Relationships Positive & Respectful Culture

Note: Teacher and student look-fors do not include an exhaustive list.

Jackson Public Schools Instructional Framework

Domain III: Culture and Learning Environment			
Standard	**Teacher Look-Fors**	**Student Look-Fors**	**Connection to JPS Core Values**
	handle administrative tasks, student requests, and other interruptions without derailing instruction. ☐ Student work is displayed and aligned to current unit, learning targets, or essential questions. ☐ Teacher employs a variety of classroom management techniques to sustain a learning-focused environment.	task, assisting with routines to maximize time on task).	
6. **Manages classroom space, time, and resources (including technology when appropriate) effectively for student learning**	☐ Teacher has classroom materials set up and readily available for the lesson prior to instruction. ☐ Teacher has procedures and structures for transitions so that they are well organized, efficient, and maximize instructional time. ☐ Teacher organizes 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.	☐ During all classroom instruction, activities, and transitions, students demonstrate behaviors that are consistent with posted expectations and procedures. ☐ Students can easily access learning materials. ☐ Students demonstrate an understanding of individual and small group processes and consistent behaviors by working silently or cooperatively with one another, respectively.	Equity Excellence Growth Mindset Relationships Positive & Respectful Culture

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Jackson Public Schools Instructional Framework

Domain III: Culture and Learning Environment			
Standard	**Teacher Look-Fors**	**Student Look-Fors**	**Connection to JPS Core Values**
	☐ Incorporates a variety of groupings, as well as adequate opportunities for independent practice, during instruction to maintain student engagement and support the learning objectives. ☐ Teacher closes the activity/lesson with clear references to the essential questions and opportunities for students to assess and/or articulate understanding.		
7. Creates and maintains a classroom of respect for all students	☐ Observations of teacher interactions with students reflect genuine respect and caring and communicate an expectation of the same behavior among students. ☐ Teacher uses more reinforcing (rather than corrective) comments, addresses student concerns and/or questions as soon as possible, and addresses negative behaviors calmly, objectively, and, when appropriate, privately. ☐ Teacher does not engage in power struggles with students and refrains from the use of sarcasm and raised voice as means of classroom management.	☐ Students treat the teacher and one another with respect, using language and behaviors consistent with school and classroom expectations. Students treat one another and the teacher with respect. ☐ Students support one another and volunteer to help one another. ☐ Student group work is collaborative, productive, and directed towards achieving academic mastery. ☐ Students show tolerance and respect for norms, traditions, races, creeds,	Equity Excellence Growth Mindset Relationships Positive & Respectful Culture

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Domain III: Culture and Learning Environment

Standard	Teacher Look-Fors	Student Look-Fors	Connection to JPS Core Values
	Rather, teacher offers more positive reinforcement via verbal shout-outs or visual displays (classroom shout-outs, etc.). ☐ Teacher uses criteria such as student ability, performance, need, and specialized interests as a basis for groups. ☐ When appropriate, teacher encourages students to share norms, traditions, and other aspects of culture relevant to the content. ☐ Teacher uses relevant cultural examples to encourage tolerance, as well as to make connections to the standards and content. ☐ Teacher uses alternative instructional methods that enhance the learning for students with disabilities as a mechanism to teach all students.	genders, and other aspects of culture different from their own.	

Jackson Public Schools Instructional Framework

Domain IV: Professional Responsibilities			
Standard	**Teacher Look-Fors**	**Student Look-Fors**	**Connection to JPS Core Values**
8. Engages in professional learning	☐ During instruction, teacher integrates strategies learned from school- and/or district-wide professional development sessions. ☐ As evidenced by documentation of coaching sessions, teacher strengthens practice over time based on focused feedback from coaching sessions and observation debriefs. ☐ 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.	☐ Student performance (achievement or otherwise) gradually improves as a result of deliberate teacher actions from professional development or focused coaching feedback.	Equity Excellence Growth Mindset Relationships Positive & Respectful Culture

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Jackson Public Schools Instructional Framework

Domain IV: Professional Responsibilities			
Standard	**Teacher Look-Fors**	**Student Look-Fors**	**Connection to JPS Core Values**
9. **Establishes and maintains effective communication with families/guardians**	☐ As evidenced by communication logs, teacher maintains consistent and proactive positive communication with families/guardians of all students.	☐ Students can articulate how and whether teacher communicates positive updates to their families/guardians.	Equity Excellence Growth Mindset Relationships Positive & Respectful Culture

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