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# Instructional Management System

**Dr. Errick L. Greene**  
**Superintendent**



## 2022 – 2023 Instructional Management System

The Jackson Public School District organizes the district's instructional efforts around the mission, vision and core values of the district.

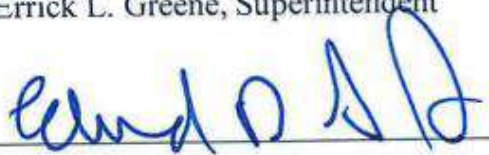
Approved:



Dr. Errick L. Greene, Superintendent

August 2, 2022

Date



Dr. Edward Sivak, Jr., School Board President

8/2/22

Date

# *"Transforming Lives through an Excellent Education"*

## **Jackson Public Schools Beliefs**

### **Vision**

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

### **Mission**

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

### **Core Values**

At Jackson Public Schools, we believe in the importance of equity, excellence, growth mindset, relationships, relevance, and a positive and respectful culture.

### **Commitment #1: A Strong Start**

Scholars perform better in school and complete more years of education when they engage in high-quality early learning. We will work to ensure that every 4-year-old in Jackson has access to high-quality, full-day early learning opportunities, supporting our vision of every child entering kindergarten ready to experience school success.

### **Commitment #2: Innovative Teaching and Learning**

In order to graduate global citizens prepared to solve the problems of tomorrow, we must embrace schooling that is radically different from current and past practices. Innovation will be encouraged in classrooms, schools, out-of-school times, and across the district, as space is created for new ideas and ways of "doing school."

### **Commitment #3: Talented and Empowered Teams**

Scholars' achievement is improved when they are taught by educators who know them as individual learners and who can differentiate instruction in ways that ensure all scholars have access to high-quality curriculum. We are committed to improving our candidate pools and developing the capacity of the most significant school-based influences on scholar achievement: the teacher and principal.

### **Commitment #4: Joyful Learning Environments**

Scholars learn better when they are in environments they view as safe, supportive, and positive. This means our schools and classrooms must be designed and led in ways that encourage and nurture the joy of learning, foster a sense of belonging, build trusting relationships, and encourage risk-taking and questioning that are essential to lifelong learning.

### **Commitment #5: A Culture of Accountability and Excellence**

A culture of accountability and excellence must permeate the entire district in order for us to achieve the goals outlined in this strategic plan. Thoughtful planning, deliberate and consistent use of systems and data analysis, and a deep commitment to professional learning will enable us to build—and sustain—a districtwide culture of accountability and excellence.

## Purpose of the Instructional Management System

The purpose of the JPS Instructional Management System is to outline a plan of activities, strategies, and resources used to focus the efforts of the district in achieving instructional success as defined by the state and federal accountability models. The activities described will clearly outline and support district efforts to: (1) streamline instructional programs PK-12; (2) increase data-based decision making; and (3) implement meaningful and consistent professional learning opportunities based on clearly defined needs.

## Philosophy of Instruction

The instructional philosophy of the Jackson Public School District is to ensure that maximum learning takes place in a safe and positive environment. Teachers serve as positive role models, mentors, and contributing team members who adhere to and enforce, district and school policy. Teachers will use the district's curricula and instructional delivery model to ensure effectiveness and consistency in implementation of instruction across the district.

Instruction is student-centered and focused on the goal of mastering the curricula of the district which is aligned to state standards. Important elements of quality instruction include, but are not limited to, implementation of the district curricula, teaching to the standards, utilizing effective methods of instructional delivery, assessing, re-teaching, and providing expanded opportunities in the learning process. The District will provide every teacher with the most current adoption of the Mississippi Accountability Standards and the Jackson Public Schools Instructional Framework.

## 2021 MS Accountability Standards

### Standard 20

This document enables the Jackson Public School District to meet the following instructional management requirements identified in the Miss. Code Ann. §§ 37-349(2)(a-c) and 37-3-49(5), Miss. Admin. Code 7-3: 41.1, State Board Policy Chapter 41, Rule 41.1 for the 2022-2023 school year.”

#### 20.1

The school district implements an instructional management system that has been adopted by the school board and includes, at a minimum, the competencies and objectives required in the curriculum frameworks approved by the State Board of Education that are available to all teachers in each school. (Districts Meeting the Highest Levels of Performance are exempted.)

#### 20.2

The instructional management system includes a tiered instructional model in accordance with Miss. Admin. Code 7-3: 41.1, State Board Policy Chapter 41, Rule 41.1, including academic interventions, behavioral interventions, and Literacy-Based Promotion Act requirements.

# **Jackson Public School's Curriculum**

The Jackson Public School District adopts the standards, competencies, and objectives found in the Mississippi College- and Career-Readiness Standards, the Mississippi Curriculum Frameworks, and the Career and Technical Education curricula.

## **English Language Arts**

- [2016 Mississippi College- and Career-Readiness Standards for English Language Arts](#)

## **Mathematics**

- [2016 Mississippi College- and Career-Readiness Standards for Mathematics](#)

## **Science**

- [2018 Mississippi College- and Career-Readiness Standards \(MS-CCRS\) for Science](#)

## **Social Studies**

- [2018 Mississippi Social Studies Framework](#)

## **Advanced Placement**

- [Overviews and Course Descriptions](#) (links to College Board)

## **Business and Technology**

- [Mississippi Business and Technology Framework \(2014\)](#)

## **Career & Technical Education**

- [Curriculum Download](#) (links to Mississippi State University Research & Curriculum Unit)

## **Health**

- [Contemporary Health K-8](#)
- [Contemporary Health 9-12](#)

## **Library Media**

- [2017 Mississippi Public & Nonpublic School Library Guide](#)

## **Physical Education**

- [2013-2014 Mississippi Physical Education Framework](#)

## **Visual and Performing Arts Framework**

- MS College and Career Readiness Arts Learning Standards 2017

- [Mississippi College- and Career-Readiness Arts Learning Standards for Dance 2017](#)
- [Mississippi College- and Career-Readiness Arts Learning Standards for Media Arts 2017](#)
- [Mississippi College- and Career-Readiness Arts Learning Standards for Music 2017](#)
- [Mississippi College- and Career-Readiness Arts Learning Standards for Theatre 2017](#)
- [Mississippi College- and Career-Readiness Arts Learning Standards for Visual Arts 2017](#)

### **World Languages**

- [2016 Mississippi World Languages Framework](#)

### **Early Childhood**

- [Early Learning Standards for Classrooms Serving Three-Year-Old Children](#)
- [Early Learning Standards for Classrooms Serving Four-Year-Old Children](#)

## **Handwriting**

### **SB 2273 - Cursive Writing Requirement**

- Instruction in cursive reading and writing should begin in 3rd grade and should be implemented across the curriculum.
- Students should create readable documents through legible cursive handwriting by the end of the fifth grade.
- Students must pass a district-constructed test demonstrating competency in both reading and writing cursive with proficiency in 5th grade.
- The cursive writing assessment window will be May 1st -May 20th, and students will be allowed one (1) opportunity to retest.
- Graded assessments should be kept on file for two (2) years.

## **Literacy-Based Promotion Act**

The purpose of the Literacy-Based Promotion Act (LBPA) is to improve the reading skills of kindergarten and 1<sup>st</sup> through 3<sup>rd</sup> grade public school students so that every student completing 3rd grade is reading at or above grade level. The intent is to increase the proficiency of all students in reading by the end of their 3rd grade year of school.

The LBPA places an emphasis on grade-level reading skills, particularly as students progress through kindergarten to 3<sup>rd</sup> grade. Beginning in the 2014-2015 school year, a student scoring at the lowest achievement level in reading on the established state-wide assessment for 3rd grade will not be promoted to 4th grade unless the student qualifies for a good cause exemption.

The LBPA was amended in 2016 and includes changes such as an Individual Reading Plan (IRP) and increased expectations for 3rd grade students beginning in 2018-2019.

## Key Points of the Literacy Based Promotion Act

1. **The Mississippi Literacy-Based Promotion Act** will help ensure that every student reads at or above grade level by the end of 3<sup>rd</sup> grade. The act is part of a statewide effort called **Strong Readers = Strong Leaders** to improve literacy among all school children.
2. **Prevention is key.** Reading instruction must be a major focus of kindergarten through 3<sup>rd</sup> grade, as 3<sup>rd</sup> grade is the year that students transition from *learning to read* to *reading to learn*. Students need strong reading skills in order to learn in all other school subjects, such as science, history, writing, and even math.
3. **Intervention is for students having reading difficulties.** Struggling readers will be identified early. Students identified as having a reading difficulty will be provided immediate intensive reading intervention that meets their specific reading needs.
4. **Retention is a last option.** 3<sup>rd</sup> grade students must meet reading standards by the end of the year in order to be promoted to the 4<sup>th</sup> grade. Students are given multiple opportunities to demonstrate sufficient reading skills for promotion.
5. **Families are the backbone of student learning.** Family involvement and understanding will be critical to students' success.

*Note: Beginning in the 2018-2019 school year, if a student's reading deficiency is not remedied by the end of the student's 3<sup>rd</sup> grade year, as demonstrated by the student scoring above the lowest two (2) achievement levels in reading on the state annual accountability assessment or on an approved alternative standardized assessment for 3<sup>rd</sup> grade, the student shall not be promoted to 4<sup>th</sup> grade.*

**Social Promotion** – A student may not be assigned a grade level based solely on age or any other factor that constitutes social promotion.

## Public School Requirements

If a K-3 student has been identified with a substantial deficit in reading, the teacher will immediately, and with each quarterly progress report, notify parents or legal guardians of the following in writing:

- Determination of a substantial deficit in reading;
- Description of student services and supports presently provided;
- Description of proposed supplemental instruction and support to remediate the student's deficit areas;



- Strategies for parents to use to help students at home; and,
- Notification that the student will not be promoted to 4<sup>th</sup> grade if reading deficiency cannot be remediated by the end of 3<sup>rd</sup> grade.

Provide intensive reading instruction and immediate intervention to each K-3 student who exhibits a substantial deficiency in reading at any time.

### **Individual Reading Plan**

**The intensive reading instruction and intervention must be documented for each student in an individual reading plan, which includes, at a minimum, the following:**

- The student's specific, diagnosed reading skill deficiencies as determined (or identified) by diagnostic assessment data;
- The goals and benchmarks for growth;
- How progress will be monitored and evaluated;
- The type of additional instructional services and interventions the student will receive;
- The research-based reading instructional programming the teacher will use to provide reading instruction, addressing the areas of phonemic awareness, phonics, fluency, vocabulary and comprehension;
- The strategies the student's parent is encouraged to use in assisting the student to achieve reading competency; and,
  - Any additional services the teacher deems available and appropriate to accelerate the student's reading skill development.

### **Good Cause Exemptions**

A 3<sup>rd</sup> grade student who fails to meet the academic requirements for promotion to the 4<sup>th</sup> grade may be promoted for good cause:

- A. Limited English Proficient students who have had less than two (2) years of instruction in English Language Learner program;
- B. Students with disabilities whose Individualized Education Program (IEP) indicates that participation in the statewide accountability assessment program is not appropriate, as authorized under state law;
- C. Students with a disability who participate in the state annual accountability assessment and who have an IEP or Section 504 plan that reflects that the student has received intense remediation in reading for two (2) years but still demonstrates a deficiency in reading **OR** was previously retained in kindergarten or 1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup> grade;
- D. Students who demonstrate an acceptable level of reading proficiency on an alternative assessment approved by the State Board of Education; and
- E. Students who have received intensive intervention for two (2) or more years



but still demonstrate a deficiency in reading, and who previously were retained in kindergarten or 1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup> grade for a total of two (2) years and have not met exceptional education criteria.

## Multi-Tiered System of Supports

Multi-Tiered System of Supports (MTSS) is the integration of Response to Intervention (RtI) for academics and behavior into a unified model that recognizes the reciprocal influence academic performance and social/emotional/behavior have on each other. The MTSS incorporates many of the same components of RtI (*MDE, Office of Elementary Education*). The district recently adopted a new framework to guide the implementation of interventions.

In the Jackson Public School District, the MTSS is an integrated, comprehensive framework that focuses on Mississippi College & Career Readiness standards, quality core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

MTSS is emerging nationally as an effective strategy to support every student. The district uses the term MTSS to describe a general education approach of high-quality instruction, early intervention, prevention, and behavioral strategies that include school problem solving teams called Teacher Support Teams (TST).

The school-level Teacher Support Team (TST) process has been a vital component of the student success initiative in Jackson Public Schools since 1998. The TST is a school-based team of educational professionals who support the classroom teacher's efforts to assist struggling learners. The goal of the TST initiative is to provide students who are at risk for school failure with the necessary academic and behavioral supports to succeed in school.

The typical Teacher Support Team includes an administrator, a school counselor, several regular education teachers, and one or more site-based specialists. Other professionals in the building or district are invited to participate as needed.

Parents of referred students are always invited and encouraged to take part in the collaborative planning process. Referrals to the TST may be made by parents, teachers, or other school personnel.

The TST process seeks student success in the regular classroom whenever possible. All team members provide input into determining the student's instructional needs and developing interventions to address those needs. The team subsequently reviews the student's progress and adjusts the plan. If TST implements 16 weeks of intensive, research-based interventions and the student does not make the desired progress, TST

should refer the student to the District Teacher Support Team (DTST) for further consideration. The DTST may suggest other interventions or may recommend that the student be assessed for a possible educational disability under IDEA.

*Important Note: In 2003, the MS State Dept. of Education mandated Teacher Support Teams for all Mississippi schools and established guidelines for required reviews of certain categories of students.*

JPS has a long history of providing numerous systems of support. These include the interventions within the MTSS processes, supports for Special Education, Title I, Title III, support services for English Learners, and those in gifted and talented programs. The district's MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students.

In order to support high rates of learning for all scholars and focus on closing achievement gaps of scholars that have significant deficiencies in the foundational prerequisite skills of literacy, the district is committed to:

- Identifying the extent to which students are learning the core content being taught during initial, scaffold, differentiated instruction and using diagnostics and other relevant data to determine the antecedents and/or the reasons that explain the difficulties of students who are at risk
- Designing research-based learning opportunities that meet the needs of learners within a multi-tiered instructional support system
- Analyzing the effects of supplemental supports of student learning to enhance progress and to provide timely, highly effective responses to each student's needs
- All scholars that need targeted support or intensive, individual support beyond core instruction will be provided appropriate and timely interventions that will be developed and monitored using the guidelines established by the state and district Multi-Tiered System of Support. All student interventions will be documented using district MTSS processes and procedures. Parents should be involved in developing student intervention plans and provided updates of intervention progress (minimally each 9 weeks)
- All teachers who support students in Tier I instruction, as well as instructional staff that provide supplemental support are responsible for the success of the students they serve. Interventions should be collaboratively developed, and each staff member should monitor the progress of their students and provide additional support

as needed

In accordance with Miss. Code Ann. § 37-177-1, et seq., (Act) (Revised 8/2016), this policy is to ensure that the behavioral and academic needs of every student are met through an instructional model that is designed to address student learning with quality classroom instruction and opportunities for intervention. The Mississippi Department Education (MDE) shall require every school district to follow the instructional model, which consists of three (3) tiers of instruction:

- A. Tier 1: Quality classroom instruction based on Mississippi Curriculum Frameworks
- B. Tier 2: Focused supplemental instruction
- C. Tier 3: Intensive interventions specifically designed to meet the individual needs of students

If strategies at Tier 1 and Tier 2 are unsuccessful, students must be referred to the Teacher Support Team (TST). The TST is the problem-solving unit responsible for interventions developed at Tier 3. Each school must have a Teacher Support Team (TST) implemented in accordance with the process developed by the MDE. The chairperson of the TST shall be the school principal, as the school's instructional leader, or the principal's designee. The designee may not be an individual whose primary responsibility is special education.

Interventions will be:

- designed to address the deficit areas
- evidence based
- implemented as designed by the TST
- supported by data regarding the effectiveness of the intervention

Teachers should use progress monitoring to:

- determine if students are making adequate progress
- identify students as soon as they begin to fall behind
- modify instruction early enough to ensure each student gains essential skills

Monitoring of student progress is an ongoing process that may be measured through informal classroom assessment, benchmark assessment instruments, and large-scale assessments.

After a referral is made, the TST must develop and begin implementation of an intervention(s) within two weeks. The TST must conduct a documented review of the interventions no later than eight weeks after implementation, to determine success of the intervention(s). A second review must be conducted no later than 16 weeks after implementation of the intervention(s) to determine whether the intervention(s) is successful. If the intervention(s) is determined to be unsuccessful, then the student will be referred for a comprehensive assessment.

In accordance with the Literacy-Based Promotion Act of 2013, each public-school

student who exhibits a substantial deficiency in reading at any time, as demonstrated through:

- performance on a reading screener approved or developed by the MDE, or
- locally determined assessments and teacher observations conducted in kindergarten and Grades 1 through 3, or
- statewide end-of-year assessments or approved alternate yearly assessments in Grade 3, must be given intensive reading instruction and intervention immediately following the identification of the reading deficiency. A student who was promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act must be given intensive reading instruction and intervention. The intensive intervention must include effective instructional strategies and appropriate teaching methodologies necessary to assist the student in becoming a successful reader, able to read at or above grade level, and ready for promotion to the next grade.

A dyslexia screener must be administered to all students during the spring of their kindergarten year and the fall of their 1<sup>st</sup> grade year. The screening must include the following components:

- phonological awareness and phonemic awareness
- sound symbol recognition
- alphabet knowledge
- decoding skills
- encoding skills
- rapid naming (quickly naming objects, pictures, colors, or symbols (letters or digits) aloud

All students in kindergarten and 1<sup>st</sup> through 3<sup>rd</sup> grade shall be administered a state approved screener within the first 30 days of school and repeated at mid-year and at the end of the school year to identify any deficiencies in reading. In addition to failure to make adequate progress following Tier 1 and Tier 2, students will be referred to the TST for interventions as specified in Response to Intervention guidelines developed by MDE if any of the following events occur:

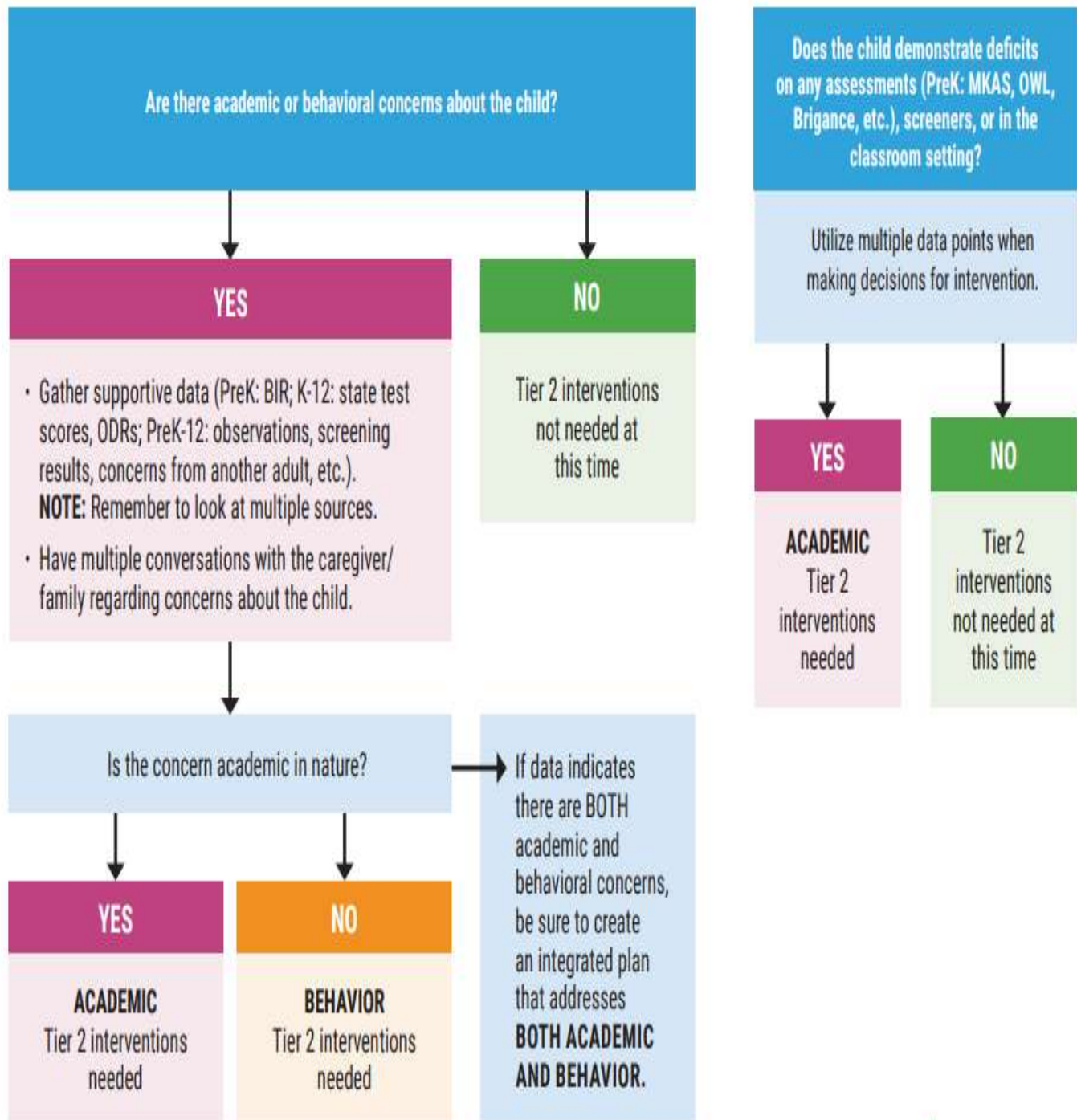
- Grades K-3: A student has failed one (1) grade
- Grades 4-12: A student has failed two (2) grades
- A student failed either of the preceding two grades and has been suspended or expelled for more than twenty (20) days in the current school year
- A student scores at the lowest level on any part of the Grade 3 or Grade 7 statewide accountability assessment
- A student is promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act

Referrals to the TST must be made within the first twenty (20) school days of a school

year if the student meets any of the criteria a-e stated above.

## Multi-Tiered System of Supports

# PREK – 12<sup>TH</sup> GRADE FLOWCHART





## **Mississippi Academic Assessment Program (MAAP)**

Mississippi Academic Assessment Program (MAAP) is designed to measure student achievement on the Mississippi College- and Career-Readiness Standards (MS CCRS) for English Language Arts and Mathematics and to provide valid and reliable results to guide instruction through data driven instruction. The MAAP will assess students in grades 3-8 in English Language Arts and Mathematics, Algebra I, and English II.

### **Student Achievement**

Student achievement will be measured using various tools and data points. Teacher grades are expected to reflect school board and state board policy. Grades are available for viewing using SAM's Active Parent. Changing of student grades shall be done in accordance with State Board policy 403 and House Bill 696 (attached). Beyond classroom grades, the following will be closely monitored to measure student achievement:

- State test scores
- Discipline data
- Universal screening
- Progress monitoring data through the RtI process
- ACT scores
- Dropout rates
- AP test scores, enrollment numbers, and participation rates
- IBDP test scores, enrollment number, and participation rates
- Dual enrollment, enrollment numbers, and participation rates
- District-wide common assessments in ELA and Math grades 3-8, Science grades 5 and 8, English II, Algebra I, Biology, and U.S History

## Stakeholder Expectations

It is the expectation for all stakeholders of the Jackson Public School District to demonstrate a strong commitment for providing students with foundational knowledge and skills that are essential to their success in a globally connected society.



### **School Board will:**

- Adopt goals that provide a well-balanced curriculum resulting in improved student learning.
- Establish policies to direct and support ongoing curriculum development and evaluation.
- Adopt a budget that provides for the development, implementation, training, and evaluation of curriculum.
- Authorize the implementation and review of an instructional management plan for the district that identifies expectations of curriculum.

### **Superintendent will:**

- Implement board policies related to curriculum
- Report to the board concerning implementation
- Oversee the work of district staff in accomplishing their responsibilities

### **Deputy Superintendent will:**

- Develop and implement a vision for the district's instructional and curriculum services and setting a vision and goals for the instructional process, aligned with the district Strategic Operating Plan, to ensure rigorous and standards-aligned instruction and instructional supports in every classroom, for every JPS student.
- Work collaboratively with cross-departmental teams in Data and Accountability, Exceptional Education, and Teaching and Learning to ensure support of all teachers and the effective delivery of instructional programs and services.
- Build and lead a highly effective, innovative academic services department that is assessed on the ability to continually improve instructional practices.
- Oversee a continuous improvement process to ensure systemic shifts in instructional practice and student achievement in every classroom.
- Ensure that initiatives for school leaders and school teams are coordinated and integrate both academic content and instructional strategies.
- Establish a culture of high expectations and shared responsibility for equitable access to high-quality, culturally relevant instruction.



**The Assistant Superintendents will:**

- Provide district-wide professional learning opportunities needed to implement the curriculum;
- Provide materials and support instructional programs that deliver district curriculum effectively;
- Support principals and teachers in their roles of delivering and managing curriculum and professional learning;
- Provide support for analysis and interpretation of assessment data

**Executive Director of Teaching and Learning will:**

- Ensure that the district's curriculum is aligned to the MS College- and Career- Readiness Standards and Frameworks as well as other initiatives that enhance student achievement
- Facilitate curriculum development centered on the district's school improvement initiatives
- Utilize organizational strategies to establish a coherent plan for school effectiveness and improvement
- Participate in ongoing review of proposed programs to assess the effectiveness and alignment with current district initiatives
- Keep abreast of developments in curriculum and instruction, and provide leadership in determining their appropriateness for inclusion in the district's educational program
- Communicate the approved curriculum to the professional staff and maintain a list of approved instructional materials
- Work with principals and teacher committees in organizing and coordinating grade level and department meetings, in order to enhance horizontal and vertical continuity and articulation of the instructional program throughout the district
- Direct creation of and edits for publication all curriculum guides and materials prepared by and to be distributed to the instructional staff
- Work with the Office of Research, Enrollment and Accountability regarding renewing and evaluating results of school and district-wide data to influence curriculum decisions
- Assume responsibility for the district textbook management process
- Analyze district data to be used for improving instructional practices and student achievement

**Executive Director of Climate and Wellness will:**

- Support the Office of Teaching and Learning in coordinating building efforts to enrich climate, Positive Behavior Intervention and Supports (PBIS), and social-emotional supports
- Develop, coordinate, and deliver on-site workshops, training, and support

sessions to ensure appropriate leadership development for principals, teachers, and other staff

- Utilize student, school, and district information to make data-driven decisions
- Provide communication, support, and technical assistance to school and district personnel

**Instructional Leaders/Principals/ Assistant Principals will:**

- Develop a working knowledge of the curriculum content for all subjects/courses to effectively monitor the delivery of curriculum
- Ensure the effective delivery of the district curriculum to improve and monitor student learning
- Ensure that student progress is regularly reported to parents in a clear, understandable manner
- Participate in professional development for Principals and Assistant Principals
- Identify the school leadership team and its roles and responsibilities when implementing the curriculum
- Ensure that maximization of all instructional time
- Identify the coaching support and supervision plan for instructional staff
- Establish a professional development plan for instructional staff based on data analyses and aligned with the Learning Forward Standards for Professional Learning
- Establish a school-wide schedule for grade-level and/or team meetings to collaborate, discuss, analyze, and plan to solve problems, make recommendations and develop instructional strategies and interventions based on student assessment data
- Utilize data to measure achievement progress
- Ensure teacher compliance with established assessment and pacing guides
- Develop school-wide schedule for classroom observations
- Adhere to the Mississippi Educator Professional Growth System to monitor the instructional program by providing teachers and principals with clear, specific, actionable, and timely feedback to inform continuous improvement
- Utilize results of observations and feedback to make determinations regarding teacher instructional effectiveness
- Encourage teacher attendance at scheduled JPSD and other related professional development workshops
- Allocate funds for research-based curriculum resources
- Assist teachers in developing effective classroom management processes

**Curriculum Leads and Instructional Coaches will:**

- Prepare or oversee the preparation of the curriculum for use by regular grade-level teachers
- Provide observations, instructional coaching and descriptive feedback to teachers as requested by appropriate authority
- Advise and assist teachers in the selection and use of instructional materials
- Study and evaluate, and as appropriate, recommend to the Executive Director of Teaching and Learning, adoption of instructional materials, methods, and programs
- Coordinate and/or conduct, in cooperation with curriculum team, teachers and principals, cross-curricular planning and instruction
- Analyze test scores to provide instructional strategies based on individual school and teacher needs

**Teachers and School-Level Instructional Staff will:**

- Incorporate the MS College- and Career-Readiness Standards and Framework found within the District's curriculum to provide effective, proven instructional strategies for the students
- Assess student learning with a variety of classroom, district, and state assessments
- Use assessment data to drive instructional decisions
- Involve students in the learning and assessing process
- Involve parents in the learning process
- Communicate strengths and weaknesses to students, parents, and others as appropriate
- Participate in district, campus, and personal professional development

## **Instructional Management System Document Management**

Access to all curriculum documents is available through the curriculum portal on the district's intranet along with CD-ROMs or flash drives that will be available for checkout in each school library.

**Curriculum**

- The Executive Director of Teaching and Learning will ensure the availability of all MS College- and Career-Readiness Standards and Frameworks for PK- 12 science, social studies, mathematics, English/language arts, foreign language, physical education, health; the arts, other elective courses on the approved course list, suggested teaching strategies, sample test items (if applicable), and performance level descriptors on the district's website/curriculum portal.
- All principals will have access to the curriculum portal that includes a complete set of all standards/frameworks relative to their schools. The portal will include all curriculum standards/frameworks, suggested teaching strategies, resources, sample items (if applicable), and performance level descriptors in order to review lesson plans and aid teachers.

- All instructional staff will have a copy of his/her curriculum standards/framework for all areas taught by the staff member in all appropriate grade levels. In addition, instructional staff will have for use, copies of suggested teaching strategies, sample items, ancillary materials, scaffolding documents, and performance level descriptors (where applicable).
- Principals will verify that teachers have and are using these documents through instructional observations and lesson plan review.
- The Curriculum Binder will be available and visible in classrooms at all times.

### **Pacing Guide**

- The Office of Teaching and Learning staff will ensure the availability of the most current and complete set of pacing guides, suggested teaching strategies, and assessment items (where applicable) for grades K-8th in the areas of English/language arts and math, 5th and 8th grade science, Algebra I, English II, Biology I and U.S. History.
- Each principal will maintain access to the most current and complete set of pacing guides for tested areas and sample assessment items relative to his/her school to help ensure proficiency level performance.
- Each instructional staff member will have copies and access of standards/frameworks, pacing guides and sample assessments (where assessed) for each course or grade he/she teaches.
- The pacing guides ensure that all the standards and competencies are covered during the year.

### **Lesson Plan Requirements**

- In case of emergency closures due to weather, environmental or global emergencies, lesson plans will include instructional lessons and activities that can be implemented in the traditional (face-to-face), hybrid and/or virtual platforms that are aligned with the adopted curricula for each content area/grade band located on the curriculum portal page.
- Teachers in grades PK-12<sup>th</sup> grade will utilize a common template for lesson planning located on the curriculum portal page
- Teachers in grades PK-5<sup>th</sup> grade will also utilize Google Classroom to provide virtual instruction, disseminate and retrieve student work, and to communicate with students and parents. Teachers in grades 6<sup>th</sup> -12<sup>th</sup> grade will utilize the Canvas Learning Management System to provide virtual
- instruction, disseminate and retrieve student work, and to communicate with students and parents.
- Lesson plans, in paper copy, will be available in instructional classrooms.
- All lesson plans will consist of standards/objectives, modeling, guided practice, student-centered learning activities, formative and informative assessments, opportunities for differentiation, and closure.
- All teachers will place copies of the current week's lesson plans in the

Curriculum Binder.

- Lesson plans will be submitted weekly or biweekly to the building level principal or his/her designee for approval.
- Principals will have access to lesson plans for each teacher and maintain on file (hardcopy or electronically) for one year.
- All teachers will be trained by the building level administrators on the components of the lesson plan template.
- All teachers will plan lessons that demonstrate knowledge of content and pedagogy, meet the diversity of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs.
- All teachers will select instructional goals that incorporate higher level learning for all students.
- All teachers will plan units of instruction that align with the MS Curriculum Frameworks or Mississippi College- and Career-Readiness Standards.

## Instructional Management System Revisions

The district shall look at the Instructional Management System at the end of each school year to determine if there have been any changes to the State's standards and/or frameworks and provide document updates accordingly.





*Everybody Needs a Coach*

# Leadership & Instructional Coaching Framework



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# The Purpose and Impact of Coaching

Coaching is “partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential. The process of coaching often unlocks previously untapped sources of imagination, productivity and leadership” (International Coaching Federation).

“Coaching is a collaborative process supported by the coach who creates a safe space for exploration; and led by the client who shares what is of importance to them in order to create positive, sustainable change” (Institute of Coaching Studies).

Instructional and leadership coaching are two of the key levers associated with improving instruction and student achievement. Coaching increases the likelihood that educators adopt new teaching practices and ensures they do so with a higher degree of quality compared to those who do not receive coaching support following professional development. Research shows that “[w]hen school-based professional learning is also supported by coaching, improved student achievement is more likely” (Cornett & Knight, 2008).

Recently, a group of researchers from Brown and Harvard Universities released a compelling study examining the impact of coaching on instruction and student achievement. Not surprisingly, they learned that one-on-one coaching does indeed have a positive effect on a teachers’ instructional practice (Kraft et al., 2018).

According to their study, effective coaching must be:

1. **Individualized**: Coaching sessions are one-on-one
2. **Intensive**: Coaches and teachers interact at least every two weeks
3. **Sustained**: Teachers receive coaching over an extended period of time
4. **Focused on a specific context**: Teachers are coached on their practices within the context of their own classrooms

Research and practice indicate that coaching, when implemented effectively, can have a positive impact on lasting instructional change. A strong coaching program requires deliberate planning and a deep understanding of what coaching is and is not, in order to be most effective. This framework provides an overview of processes and structures that impact implementation of effective coaching structures for reflection and change.

## Adult Learning Theory



## The Role of a Coach

Many coaching programs fail to impact lasting improvement in teaching and learning because they are not grounded in a strong, shared understanding of what effective coaching is. Coaching programs are frequently implemented haphazardly, without a clear plan and, more consequentially, without an appreciation for the science behind coaching and what it takes to be successful (Stricker, 2016).

Research on coaching indicates a “consensus that instructional coaches need to combine teaching and content expertise with strong interpersonal and organizational abilities as coaches attempt to improve teachers’ practice while navigating complex relationships between policy mandates, school administrators, and wary teachers” (Quintero, 2019).

In most models, coaches facilitate and guide professional learning through a combination of individual and group meetings, classroom observation, and professional development workshops. Coaches work collaboratively with teachers, executive leaders and school leaders to improve leadership capacity, curriculum implementation, instruction, and assessment.

In Jackson Public Schools (JPS), there are several staff members who serve in coaching roles, including district and building leaders, academic coaches, lead teachers, curriculum leads,

intervention leads, and others. These individuals may be supervised by central office and/or building level leaders. The following are some broad goals of coaches:

- Provide educators with ongoing, job-embedded, differentiated professional development, e.g., modeling lessons, co-teaching, collaborative planning, individual and group coaching, and observations and/or walk-throughs
- Increase educator capacity to embed evidence-based practices into their work
- Increase educator capacity to align their actions with desired outcomes
- Improve student achievement by building teacher and leader capacity

Instructional Coaches are key members of schools' Instructional Leadership Teams (ILT). In JPS, their specific responsibilities include:

- Working with teachers and leaders to collect and analyze student data; diagnose instructional, management, and/or culture needs; and identify evidence-based strategies for improving classroom culture and student achievement
- Providing feedback around instruction, classroom management, and/or classroom culture, and facilitating teacher reflection and growth
- Assisting teachers with resources, materials, tools, and information to support planning, classroom instruction, management, and culture
- Working with school leaders to design and provide professional development focused on improving alignment and delivery of the written, taught, and assessed curriculum to increase student success and close performance gaps
- Providing campus-level professional development for district initiatives
- Developing and maintaining a coaching and support schedule that reflects teachers' differentiated needs

Leadership Coaches serve in a variety of roles in the district. They help staff members in leadership positions increase their effectiveness in reaching their goals. Some specific tasks for leadership coaches in JPS include:

- Regularly scheduled check-ins to review progress towards goals, success, and challenges
- Support in planning and prioritizing work streams
- Utilizing the professional growth rubric to determine how to leverage areas of strength and focus areas
- Observe the facilitation of meetings and/or professional development to provide feedback

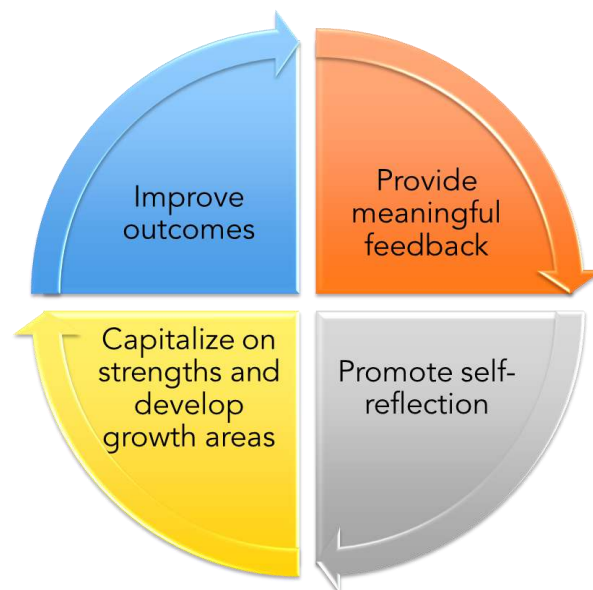
Several staff members and external partners serve in coaching roles in JPS. This indicates the need to not only establish clear and consistently implemented coaching practices district-wide; but also to provide guidance to school leaders and their teams as they begin or refine implementation of a coaching system in their settings.

## Setting Up a Coaching System

Ideally, every school should have at least one instructional coach. If that is not possible, the ILT should develop and implement a plan to use members of the team to provide instructional coaching. In many cases, the school partners with external coaches or district level coaches. These coaches should be included in the planning of coaching distribution among staff members.

This framework is organized to start with the macro-level processes, structures, and cultures necessary to promote true reflection and change at the school or district level. It then narrows the focus to what that means at the micro-level for coaches: how to prioritize, where to begin, and what to say and do.

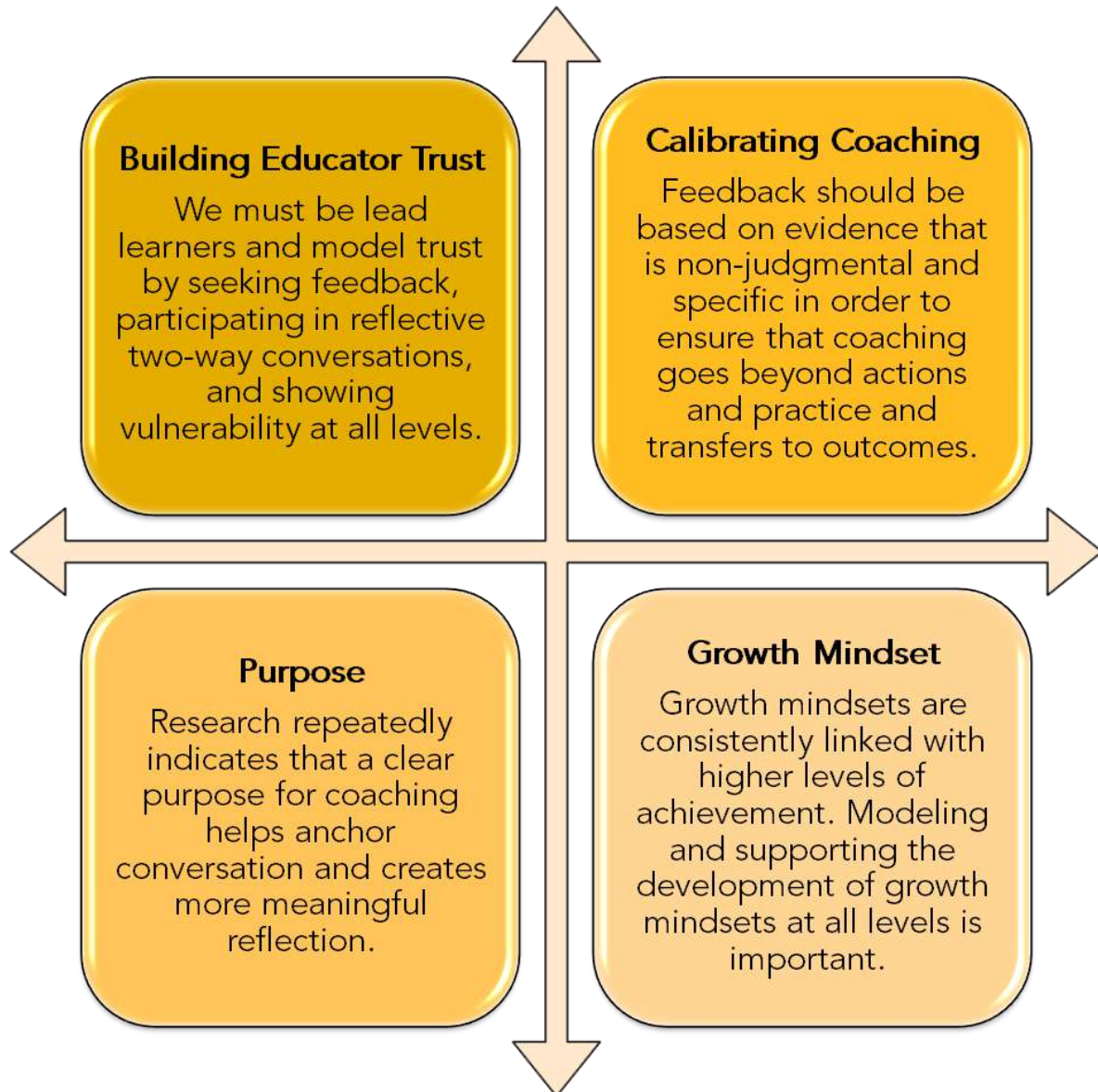
The primary purposes of coaching are to:



In order to fulfill these purposes, it is essential that each building and the district develop a trusting culture and structures that support coaching.

## Cultural Considerations

In order for the structures and cultures to be properly established, and the coaching to translate to positive change, some key cultural considerations for coaching need to be examined:



### Building Educator Trust

Creating a culture of trust is easy to acknowledge yet difficult to attain. In order for feedback to be well-received, a trusting, safe learning environment must be established first. As leaders, we must be lead learners and model trust by seeking feedback, participating in reflective two-way conversations, and showing vulnerability at all levels.

## **Calibrating Coaching**

The success of any coaching program must be measured by its positive impact on the school's and district's outcomes. Coaching calibration is attained by the frequent examination of data. Research shows that when feedback is focused on outcomes versus educator actions, educators are less defensive and are more open to receiving coaching and implementing changes. Feedback should be based on evidence that is non-judgmental and specific in order to ensure that coaching goes beyond actions and practice and transfers to outcomes.

## **Purpose**

Research repeatedly indicates that a clear purpose for coaching helps anchor conversation and creates more meaningful reflection. Facilitation towards goals helps learners to focus on possibilities as opposed to viewing discussions as isolated “silos” of tasks. The purpose for coaching may connect back to individual or building/district-level goals and initiatives, as outlined in *Excellence for All: The strategic plan for educating Jackson scholars*, and other important district guidance.

## **Growth Mindset**

Growth mindsets are consistently linked with higher levels of achievement, so it is logical that modeling and supporting the development of growth mindsets at all levels is an important coaching skill.

## **Reflection**

As you consider these four aspects of building cultural support for effective coaching, It is helpful to have your team reflect on the following questions:

- How are you currently building trust on your campus?
- How are you ensuring that feedback provided is focused on the students and outcomes?
- How is your team modeling a growth-oriented mindset?
- How do we ensure that the impact of coaching is being accurately and frequently measured by desired outcomes and student achievement?

## **Structures**

There are a seemingly infinite number of considerations that might impact coaching. However, a synthesis of the research on the conditions that impact a school's instructional program reveals six key considerations for building and maintaining a reflective and action-oriented culture. By addressing these six considerations, it is possible to build an environment of reflection and growth.

The Six Goals of Effective Coaching (below) are derived from leading research on the characteristics of effective schools (DuFour, 2004; Senge, 1994; McREL, 2003; Garmston & Wellman, 1999).



The Six Goals are built upon the idea that, before launching any kind of coaching initiative, you need to have a thoughtful implementation plan established in order to align all priorities, support progress, and measure and reflect upon successes and areas of growth. Without deliberate attention to the environment in which it occurs, coaching will be less effective, since all coaching should build the capacity to set goals, act, and reflect in the educator being coached.

Prior to building or refining a school level coaching system, the Instructional Leadership Team (ILT) should take some time to reflect on the School/Site Coaching Self-Reflection guiding questions in *Appendix A*. Your responses to these questions will guide your work, so it will be helpful to be as honest as possible in your reflections of current practice. It would be useful to examine the trends noted in the group's responses during your Instructional Leadership Team meeting in order to determine the next steps toward building or refining your existing coaching system.

The reflection prompts in *Appendix A: School/Site Coaching Self-Reflection* will help you understand the goals described above and assess your school's needs in relation to those goals. Once you have determined the coaching assets and growth areas in your school, it will be critical for you to identify staff members who can support coaching needs. Once the school's Instructional Leadership Team (ILT) has reflected on the Six Goals of Instructional Coaching, they should devise a process to ensure that all instructional practitioners—no matter their role—have a coaching plan in place and that that plan is differentiated based on the needs of practitioners.

The ILT should analyze any observational, walkthrough, and anecdotal evidence they have to sort educators into the three categories identified below based on the support needed.



### Intensive

Highest and most frequent need for support

### Flexible

Regular need for support

### Facilitative

Need regular support but could have longer intervals between interactions

It is important to note that this prioritization is not permanent—it is flexible as educators grow. Therefore, it will be important for the team to revisit the prioritization at regular intervals (i.e., monthly or quarterly) to adjust as educators' needs change. Coaches should review all forms of data available for the people being coached to determine progress being made and gaps. Time is always a factor when it comes to coaching and support. Therefore, it will be necessary for instructional leaders to prioritize their efforts based on highest need in relation to a particular skill versus individuals who may need less intensive support. As staff becomes more comfortable fluidly moving through the support structures, you may be able to group individuals based on need or differentiate your support as appropriate. This information can then be used to place teachers into one of three teachers. The following graphic illustrates an example of tiering coaching support in a building.

## PRIORITIZING COACHING SUPPORT

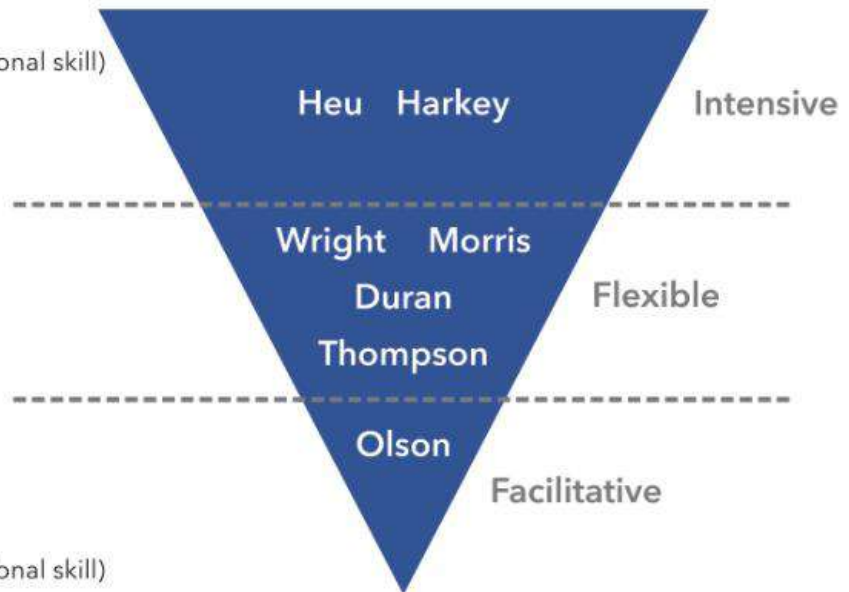
### Highest Need

(Based on a particular instructional skill)



### Lowest Need

(Based on a particular instructional skill)



## Models

The following models illustrate possible coaching scenarios given differences in staffing capacity in buildings. In each model, the staff members listed in blue are serving in a coaching role.

### Model 1: Dedicated ELA & Math Coach

Principal	Assistant Principal	ELA Coach
ILT Members	5 high needs teachers	All ELA Teachers
Math Coach	Counselor	Interventionist
All Math Teachers	Support Staff (non-instructional)	Support Staff (Instructional)

### Model 2: No dedicated coach, coaching split among ILT and others

Principal	Assistant Principal	Teacher Leader	Teacher Leader
ILT Members	4th & 5th grade teachers	Pre-K & K teachers	1st & 2nd grade teachers
Interventionist	New Teacher Mentor	Curriculum Lead (Elem ELA)	District Academic Coach
Support Staff	4 new teachers	3rd grade ELA teachers	Math support for 3 teachers

### Model 3: External partner provides coaching support

Principal	Assistant Principal	ELA Coach	Math Coach
ILT Members & Support Staff	Science & Social Studies teachers	ELA Teachers	Math Teachers
Teacher Leader	Teacher Leader	External Reading Coach	External Math Coach
Exceptional Education Teachers	4 new teachers	Content support and group learning for ELA teachers	Content support and group learning for Math teachers

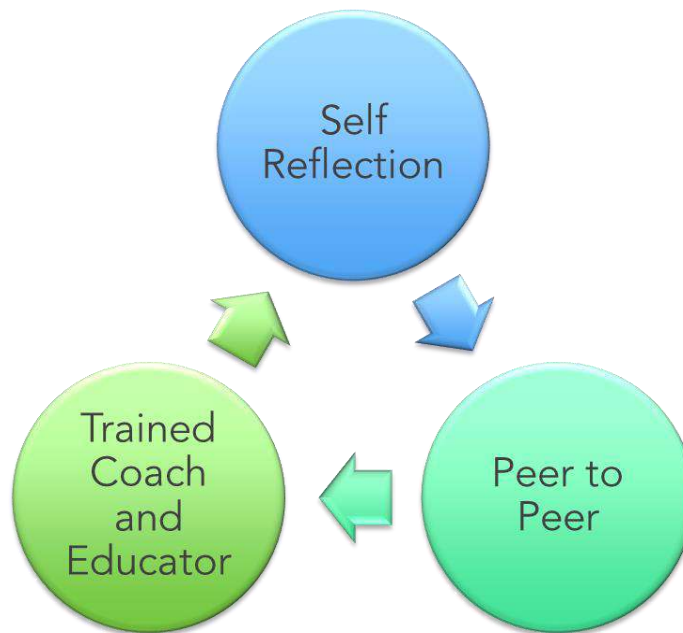
If a school has external partners who provide coaching support, the ILT should determine which teachers should receive that support and how it can be supported/complemented by school-based support.

*Example: The external partner provides science content-based support, and the teachers have a school-based coach to provide additional touchpoints and support as needed on overall instruction and classroom management.*

Once the ILT has prioritized the need for coaching and support, the next step will be for the team to develop a coaching calendar and/or schedule to ensure that the support plans are carried out. The identification of who will support each educator should be intentional; considerations include need, area of expertise, and relationships. It is not appropriate to simply divide educators up and assign them randomly to a coach. The team should think about which scheduling platforms might work best for them. Examples might include a paper calendar, an electronic calendar, and/or a virtual platform such as a Google Calendar. *See Appendix B: Sample Coaching Calendar*

# Coach's Toolkit

Coaching is not something that is “done” to someone. It is as much an individual reflective process as it is a collaborative one. Coaching begins and ends with an individual’s honest self-reflection of his/her own practice.



The coaching process begins with educators reflecting on their current practice and asking themselves 1) what is going well and how do I know; and 2) what needs to change for the purpose of improving student learning?

## Coaching Conversations

As coaching transitions to peer-to-peer coaching and/or coach-educator coaching, the conversation will need to be purposeful. The cadence of a simple coaching conversation is intentional. It supports the development of professional rapport with the educator being coached, and guides the educator to reflect on his/her own practice. The graphic below illustrates important components of coaching conversations with the understanding that the entry point for such conversations will vary but should always be as data-driven as possible.



The coaching conversation itself is not linear, although it may start that way. Begin with the positive.

- Ask what is going well and/or making the biggest difference in their work. Those who are reflective may very well want to begin with what they will do differently “next time” for the betterment of their outcomes.
- Plan two or three (no more) intentional self-reflection questions/prompts that guide the educator to reflect on what impacted students positively. Begin with the broad and move to more focused or narrow questions, asking only what is needed. Here is an example that guides the educator to reflect on the explicit model provided during the lesson:
  - As you think about this lesson, what made the biggest impact on student learning?
  - Tell me about how you planned to present the instructional content.
  - How did you plan or develop the model for the new learning in this lesson?
- Support the conversation with specific evidence from the walk-through, lesson, etc.
- Once the educator has reflected on what went well, ask what, if refined or changed entirely, would enhance student mastery of the content in the lesson. Once again, plan two or three

intentional questions/prompts that will guide the educator to self-reflect. The educator may not know the answers to the questions, and that is okay.

- Be prepared to provide the educator with specific models/suggestions that will support the growth area. Remember, if the educator knew how to improve in the identified area, they would.
- Following the conversation, it is important for both the coach and the educator to have identified specific next steps to move the educator's practice to the next level. These action steps should be developed together and agreed on by both participants.

## Feedback Protocol

In Jackson Public Schools, we utilize the AIC protocol from CT3 to deliver feedback.

### **Affirm**

### **Impact**

### **Challenge or Continue**

The example below shows how the AIC protocol can be utilized in providing feedback in a coaching conversation.

**When giving feedback, relate it to a strength a person has and affirm it.**

*"You have a strong teacher voice that resonates in the classroom."*

**Then tell them the impact that affirmation has on their work.**

*"Your voice allows students to listen to you and know when you mean business."*

**Close it by challenging them to use their strength to improve in a certain area...**

*"I challenge you to find the right times to use that voice because in certain circumstances, it comes across as yelling at students."*

**You may decide that there isn't any "challenge" per se, and you think they just need to "continue" with what they are doing.**

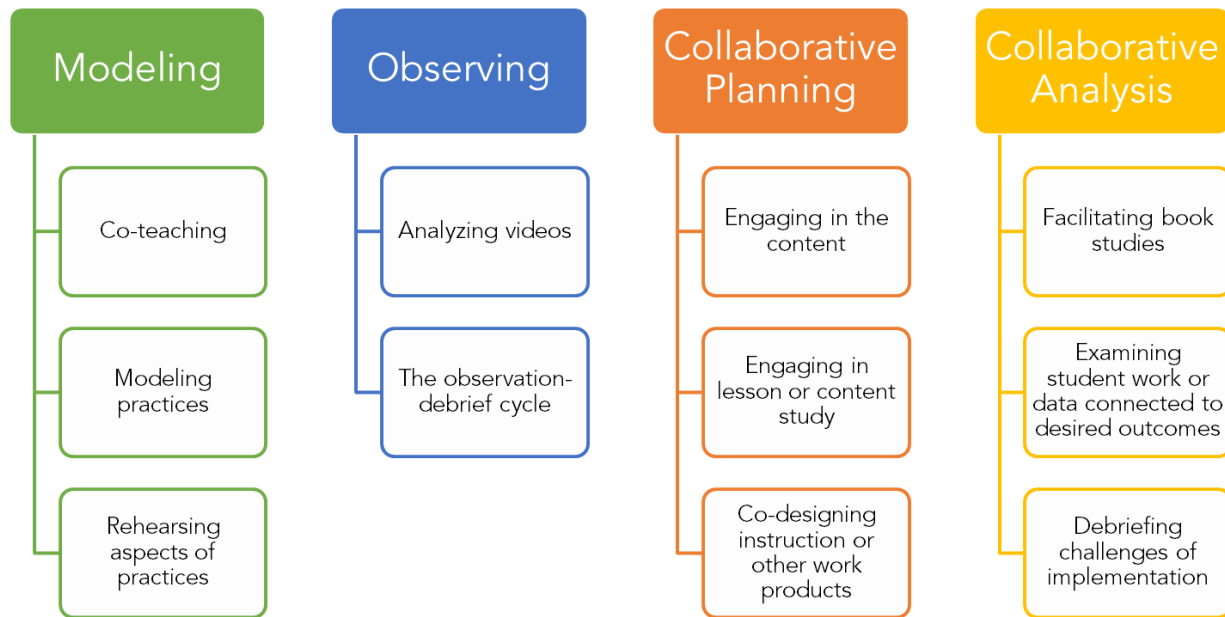
**In that case you may say:**

*"You are never afraid to speak up at staff meetings and share your concerns. (Affirmation). It gives me confidence that I can do that too, which is hard for me (Impact). Please continue to do that so I can use your approach as a positive, effective model. (Continue)."*



# The Four Professional Development Activities

The situational protocols in this section (*See Appendix C*) comprise four distinct, but intertwined, professional development activities that coaches engage in (adapted from Knight, 2007): modeling, observing, collaborative planning, and collaborative analysis.



## Modeling

Modeling has become a norm in classroom instruction and in coaching. Educators can benefit from seeing an instructional strategy or process in action. Modeling can involve co-teaching, modeling instructional practice, or rehearsing aspects of instructional practice.

*Example: The Instructional Strategy Role Play Protocol, for example, may involve a live demonstration of a strategy by the coach, followed by the educator's practice of an instructional strategy or the viewing of a video of actual classroom instruction of a colleague displaying successful use of the instructional strategy. If a coach observed a classroom and noticed that there were not accommodations made for multilingual learners or strategies utilized to help them access the material, they might determine some effective strategies for the content area that will help with the students' needs and be beneficial to all students. The coach could model the strategies in a lesson. That could be followed by a debrief and then collaboratively planning and co-teaching for the next lesson.*

## Observing

Observation in the classrooms allows coaches to gather important data that will ultimately help them understand existing instructional practices to better meet educator needs and boost student achievement. For educators, participating in this activity allows them to put theory to practice, either by watching instruction modeled for them, or by being observed in their practice and provided concrete feedback. Often done as part of an observation-debrief cycle, observation also includes watching and debriefing recorded lessons of other colleagues, or of the educator themselves.

*Example: The Classroom Observation and Walkthrough Protocol extends the cycle to include committees of colleagues observing classrooms together and debriefing afterwards, before providing feedback to the observed either individually or via a coach-compiled collection of their observations. This protocol might be used by a grade level to monitor the consistency of a management strategy across classrooms, or to observe the interdisciplinary connections that could be one of the grade-level's priorities.*

## Collaborative Planning

Collaborative planning is valuable for new and veteran educators alike. New educators benefit from the ease that veteran educators are more likely to have with pacing lessons and chunking the curriculum. Veteran educators might benefit from new knowledge about current research on classroom instruction, as well as fresh ideas brought in by newer educators. Collaborative Planning is also an essential component of co-teaching.

*Example: Collaborative planning is a way to follow up on observing or collaborative analysis and ensure that the teaching and coaching cycles continue. The Collaborative Lesson-Planning Protocol might be used after the group engages in a Group Goal-Setting Protocol that determines the collective instructional priority. A coach could work with co-teachers (a general education teacher and exceptional education teacher) to design lessons that maximize the impact of two educators in the classroom and meet the needs of all learners. The coach could help them determine the best model of co-teaching to utilize for the lesson.*

## Collaborative Analysis

A coach's role in protocols featuring collaborative analysis steps is to serve as a facilitator of thought-provoking work and group discussion, as well as to help to manage the protocol process, and when appropriate, provide resources or best practices in response to data.

In protocols such as the Examining Student Work Protocol or Examining Instructional Planning Protocol, the coach is responsible for encouraging educators to present their students' work and organizing relevant data and artifacts for the group to examine. Depending on the development needs and professional development goals of the group, as well as the school's instructional

priorities, the coach may or may not participate actively in the analysis, instead asking probing questions of participating educators or redirecting the group to the focus question.

*Example: The Examining Student Work Protocol may be used after a common grade-level assessment. Teams of educators would bring in examples of their high, medium, and low performers on the assessment as a whole, or on a certain aspect of the assessment. Similarly, the group could put their efforts towards examining the student data of one of their colleagues, which not only provides that colleague with multiple perspectives, but also provides the colleagues with an essential (but often absent) opportunity to truly understand expectations in another grade-level or content area.*

## **Coaching Protocols**

The protocols and tools in this section each include some or all aspects of the four professional development activities (modeling, observing, collaborative planning, and collaborative analysis) in which a coach is primarily engaged. For example, the Demonstration Lesson Protocol includes all four in sequence. It begins with the coach and educator collaboratively planning a lesson. As mentioned previously, the coach then models or co-teaches instruction, while the educator observes. Next, the coach and educator collaboratively analyze the materials, teaching strategies observed, and student data generated (to ensure that the observation remains focused on student outcomes). Finally, the coach and educator analyze the key takeaways and reflect on the process, before collaboratively planning the next steps.

By contrast, a protocol like the Sharing Best Practices Protocol begins with the coach facilitating a conversation in which educators collaboratively discuss best practices and analyze any data generated from those best practices (again, to ensure that the conversation remains focused on student outcomes). Then, the coach and educators collaboratively and/or individually plan based on conclusions and reflections from the protocol conversation.

Below are 12 distinct coaching protocols that can be used to apply practices to common situations in which coaches typically engage. Protocols are included that help coaches facilitate small-group discussions as well as individual coaching conversations, data digs as well as analyzing student work, observing classrooms as well as setting goals. Additionally, the tools included help coaches think comprehensively through the planning for, facilitation of, and reflection about each protocol.

*See Appendix C: Coaching Protocols*



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## Appendices

### Appendix A: School/Site Coaching Self-reflection

As an Instructional Leadership Team (ILT), before you begin to build or refine your coaching system, take some time to reflect on the School/Site Coaching Self-Reflection guiding questions. Be honest. Your responses to these questions will guide your work. It would be appropriate to examine the trends noted in the group's responses during your 5-Star Instructional Leadership Team meeting in order to determine the next steps toward building or refining your existing coaching system.

### Appendix B: Sample Monthly Calendar

Monthly Coaching Calendar

### Appendix C: Coaches Toolkit Protocols

Protocol 1: Classroom Observation and Feedback

Protocol 2: Collaborative Lesson Planning

Protocol 3: Collaborative Observation and Walkthrough

Protocol 4: Collaborative Problem-Solving

Protocol 5: Data-Gathering Classroom Observation

Protocol 6: Demonstration Lesson

Protocol 7: Examining Instructional Planning

Protocol 8: Examining Student Work

Protocol 9: Group Goal Setting

Protocol 10: Instructional Strategy Role Play

Protocol 11: Sharing Best Practices

Protocol 12: Educator Professional Development and Goal Setting

# Instructional Framework



2022-2023

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 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.

## Plan and Prepare Equity/Relevance

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.

## Re-adjust and Reflect Growth Mindset

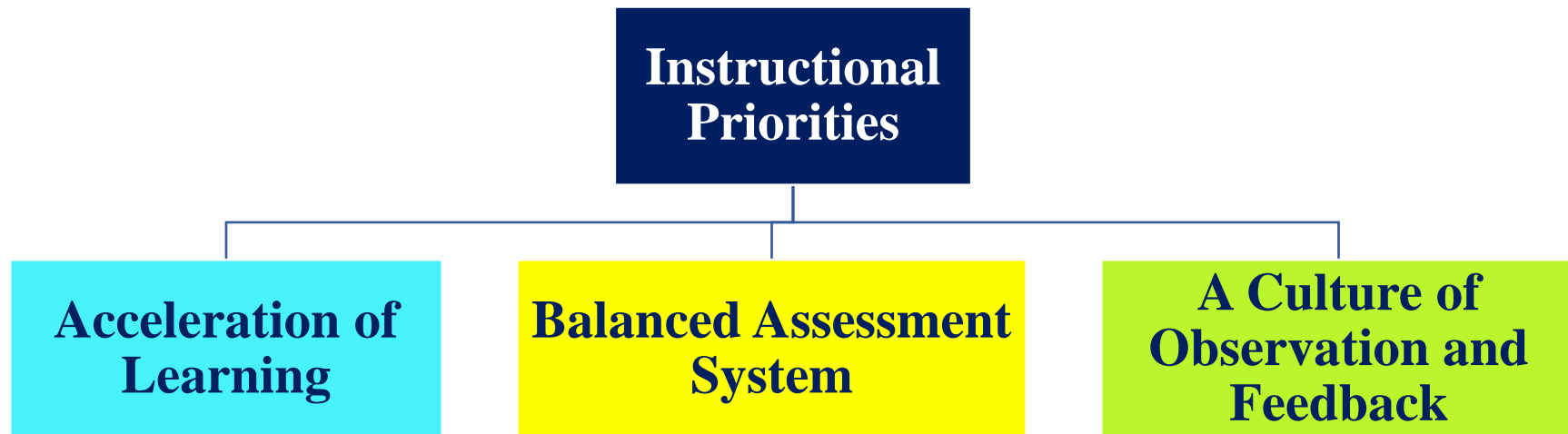
## Execute and Deliver Excellence/Relationships

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.

## Assess and Evaluate Excellence/Positive and Respectful Culture

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.

# 2022-2023 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"> <li>Equity</li> <li>Excellence</li> <li>Growth Mindset</li> <li>Relevance</li> </ul>	<p>The teacher's instructional practices would demonstrate lessons that are:</p> <ul style="list-style-type: none"> <li>aligned to the MS-CCRS Standards and incorporates district-adopted curricula.</li> <li>connected to the essential questions, talking points, transitions, and high-order questions etc.</li> <li>utilizing visual aids such as graphic organizers, manipulatives, and/or anchor charts</li> <li>integrated with other disciplines, the arts, and technology, as deemed appropriate</li> <li>utilizing stages of the learning process such as teacher modeling, concept development, checks for understanding, and multiple opportunities for student practice</li> <li>utilizing evidenced-based strategies for inquiry based learning and projected-based learning as well as provide choice</li> <li>culturally relevant</li> <li>differentiated based on students' abilities and learning styles</li> <li>organized with a clear sequence so that students can refer to the objectives, standards, essential questions, and "I can statement"</li> <li>engage students in meaningful discussions that make connections between SEL and academic content</li> <li>provide time for student reflection on SEL competencies</li> <li>embedded SEL standards into instruction</li> </ul>	<p>Based on the teacher's instructional practices, students should:</p> <ul style="list-style-type: none"> <li>participate in activities that yield products aligned to the MCCR standards stated in the lesson.</li> <li>articulate lesson's goals beyond expected work product.</li> <li>use "I Can" statements to articulate their understanding of the standards.</li> <li>participate at various levels, using building blocks to move to independent practice and mastery.</li> <li>exhibit productive struggle</li> <li>choose challenging tasks and instructional materials</li> <li>Students share perspectives on how SEL competencies connect to what they are learning</li> </ul>



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

# 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
2. Assists students in taking responsibility for learning and monitors student learning	<ul style="list-style-type: none"> <li>Equity</li> <li>Excellence</li> <li>Growth Mindset</li> <li>Relevance</li> <li>Relationships</li> <li>Positive and Respectful Culture</li> </ul>	<p>The teacher's instructional practices would demonstrate lessons that:</p> <ul style="list-style-type: none"> <li>clearly communicates lesson's goals and drives all parts of the lesson by frequently reiterating those goals and essential questions.</li> <li>constantly "takes the pulse" of the class with open-ended questions that provide students opportunities to clearly articulate their level of knowledge.</li> <li>employ various strategies to spur student participation, reflection, and self-assessment (including wait time, think-pair-share, think-alouds, affirmation of student contributions, etc.).</li> <li>circulate throughout lesson, giving feedback to students during the learning process.</li> <li>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.</li> <li>communicate the goal (in the form of an "I Can" statement or learning target, for example).</li> <li>refer to visibly posted objectives, essential questions, "I Can" statements, anchor charts, and a clear sequence of activities.</li> <li>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.</li> </ul>	<p>Based on the teacher's instructional practices, students should:</p> <ul style="list-style-type: none"> <li>articulate lesson's goals and essential questions beyond expected work product.</li> <li>actively participate in the learning process (e.g. creating materials, asking "why" questions, and respectfully challenging and affirming one another).</li> <li>refer to notes, interactive notebooks, past assignments, anchor charts, and examples or resources for self-corrections and guidance.</li> <li>use feedback from teacher and/or peers to drive real-time adjustments to learning and output.</li> <li>express how their current learning connects to their futures, spontaneously or when prompted.</li> <li>co-design and lead their own approaches to learning and regular drive classroom discussion</li> <li>give input when making choices about classroom projects, operations, and/or routines</li> </ul>

# 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
3. Provides multiple ways for students to make meaning of content	<ul style="list-style-type: none"> <li>Equity</li> <li>Excellence</li> <li>Growth Mindset</li> <li>Relevance</li> <li>Relationships</li> <li>Positive and Respectful Culture</li> </ul>	<p>The teacher's instructional practices would demonstrate lessons that:</p> <ul style="list-style-type: none"> <li>facilitate productive discussion and promotes academic discourse by asking clarifying, probing, and open-ended questions.</li> <li>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.</li> <li>facilitate productive discussion and promotes academic discourse</li> <li>provide specific frequent feedback for improvement and offers students opportunities to fix mistakes</li> </ul>	<p>Based on the teacher's instructional practices, students should:</p> <ul style="list-style-type: none"> <li>work together collaboratively to share learning and solve problems.</li> <li>ask clarifying, probing, open-ended questions.</li> <li>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.</li> <li>participate willingly in discussion, asking teachers and one another "why" questions driven by the lesson's essential questions.</li> <li>make connections between current lesson and previous learning, their own experiences, or their future goals, on their own or when prompted.</li> <li>collaborate willingly and complete a number of activities using various media in a variety of groupings</li> <li>choose tasks that are appropriate to their interest and learning styles, when appropriate</li> </ul>

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

# 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
5. Manages classroom, space, time, and resources (including technology when appropriate) effectively for student learning	<ul style="list-style-type: none"> <li>Equity</li> <li>Excellence</li> <li>Growth Mindset</li> <li>Relevance</li> <li>Relationships</li> <li>Positive and Respectful Culture</li> </ul>	<p>The teacher's instructional practices would demonstrate lessons that:</p> <ul style="list-style-type: none"> <li>have materials classroom materials set up and readily available for the lesson prior to instruction.</li> <li>embed procedures and structures for transitions so that they are well organized, efficient, and maximize instructional time.</li> <li>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.</li> <li>incorporate a variety of groupings, as well as adequate opportunities for independent practice, during instruction to maintain student engagement and support the learning objectives.</li> <li>close the activity/lesson with clear references to the essential questions and opportunities for students to assess and/or articulate understanding.</li> </ul>	<p>Based on the teacher's instructional practices, students should:</p> <ul style="list-style-type: none"> <li>consistently adhere to all classroom instruction, activities, and transitions, students demonstrate behaviors that are consistent with posted expectations and procedures.</li> <li>access learning materials, easily</li> <li>demonstrate an understanding of individual and small group processes and consistent behaviors by working silently or cooperatively with one another, respectively.</li> </ul>

# 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
6. Creates and maintains a classroom of respect for all students	<ul style="list-style-type: none"> <li>Equity</li> <li>Excellence</li> <li>Growth Mindset</li> <li>Relevance</li> <li>Relationships</li> <li>Positive and Respectful Culture</li> </ul>	<p>The teacher's instructional practices would demonstrate lessons that:</p> <ul style="list-style-type: none"> <li>observe teacher interactions with students reflect genuine respect and caring and communicate an expectation of the same behavior among students</li> <li>use more reinforcing comments, addresses student concerns and/or questions as soon as possible, and addresses negative behaviors calmly, objectively, and, when appropriate, privately.</li> <li>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.).</li> <li>use criteria such as student ability, performance, need, and specialized interests as a basis for groups.</li> <li>use alternative instructional methods that enhance the learning for students with disabilities as a mechanism to teach all students.</li> <li>use relevant cultural examples to encourage tolerance, as well as to make connections to the standards and content.</li> <li>encourage students to share norms, traditions, and other aspects of culture relevant to the content, when appropriate.</li> <li>redirect any behavior challenges respectfully and discreetly by encouraging student reflection and Tools for Life strategies.</li> </ul>	<p>Based on the teacher's instructional practices, students should:</p> <ul style="list-style-type: none"> <li>treat the teacher and one another with respect, using language and behaviors consistent with school and classroom expectations.</li> <li>support one another and volunteer to help one another.</li> <li>produce group work that is collaborative, productive, and directed towards achieving academic mastery.</li> <li>show tolerance and respect for norms, traditions, races, creeds, genders, and other aspects of culture different from their own.</li> <li>assume responsibility for routines and procedures</li> <li>monitor and regulate their behavior and emotions in the classroom</li> <li>use problem-solving strategies and tools to resolve conflicts</li> </ul>

# 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"> <li>Equity</li> <li>Excellence</li> <li>Growth Mindset</li> <li>Relevance</li> </ul>	<p>The teachers should participate in professional learning that:</p> <ul style="list-style-type: none"> <li>integrate strategies learned from school- and/or district-wide professional development sessions.</li> <li>strengthen practice over time based on focused feedback from coaching sessions and observation debriefs.</li> <li>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.</li> <li>Teacher meets all deadlines for department meetings, grade-level meetings, and other professional learning communities.</li> </ul>	<p>Based on the teacher's professional learning, students should:</p> <ul style="list-style-type: none"> <li>experience higher levels of performance (achievement or otherwise) gradually improves as a result of deliberate teacher actions from professional development or focused coaching feedback.</li> </ul>
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"> <li>Relationships</li> <li>Positive and respectful cultures</li> <li>Equity</li> </ul>	<p>Teachers should communicate with parents and families as evidenced by:</p> <ul style="list-style-type: none"> <li>communication logs and reports from school status</li> <li>newsletters to promote communication</li> <li>family nights and other opportunities that engage parents</li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>articulate how and whether teacher communicates positive updates to their families/guardians.</li> <li>participate in various activities that promote cultural diversity</li> </ul>