

Instructional Practices Inventory

Category Descriptions and Common Observer Look-Fors (6-07)

Broad Categories	Coding Categories	Common Observer “Look-Fors”
Student-Engaged Instruction	Student Active Engaged Learning (6)	Students are engaged in higher-order learning. Common examples include authentic project work, cooperative learning projects, hands-on learning, problem-based learning, demonstrations, and research.
	Student Learning Conversations (5)	Students are engaged in higher-order learning conversations. They are constructing knowledge or deeper understanding as a result of the conversations. Common examples are cooperative learning, work teams, discussion groups, and whole-class discussions. Conversations may be teacher stimulated but are not teacher dominated.
Teacher-Directed Instruction	Teacher-Led Instruction (4)	Students are attentive to teacher-led learning experiences such as lecture, question and answer, teacher giving directions, and media instruction with teacher interaction. Discussion may occur, but instruction and ideas come primarily from the teacher. Higher order learning is not evident.
	Student Work with Teacher Engaged (3)	Students are doing seatwork, working on worksheets, book work, tests, video with teacher viewing the video with the students, etc. Teacher assistance, support, or attentiveness to the students is evident. Higher-order learning is not evident.
Disengagement	Student Work with Teacher not Engaged (2)	Students are doing seatwork, working on worksheets, book work, tests, video without teacher support, etc. Teacher assistance, support, or attentiveness to the students is not evident. Higher-order learning is not evident.
	Complete Disengagement (1)	Students are not engaged in learning directly related to the curriculum.

The IPI process was developed by Bryan Painter and Jerry Valentine in 1996 and revised by Valentine in 2002, 2005, and 2007.

This sheet of Categories and Common Look-Fors was developed by Valentine in 2007 to compliment the IPI Rubric.

The IPI was designed to profile school-wide student engagement with learning and was not designed for personnel evaluation.

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