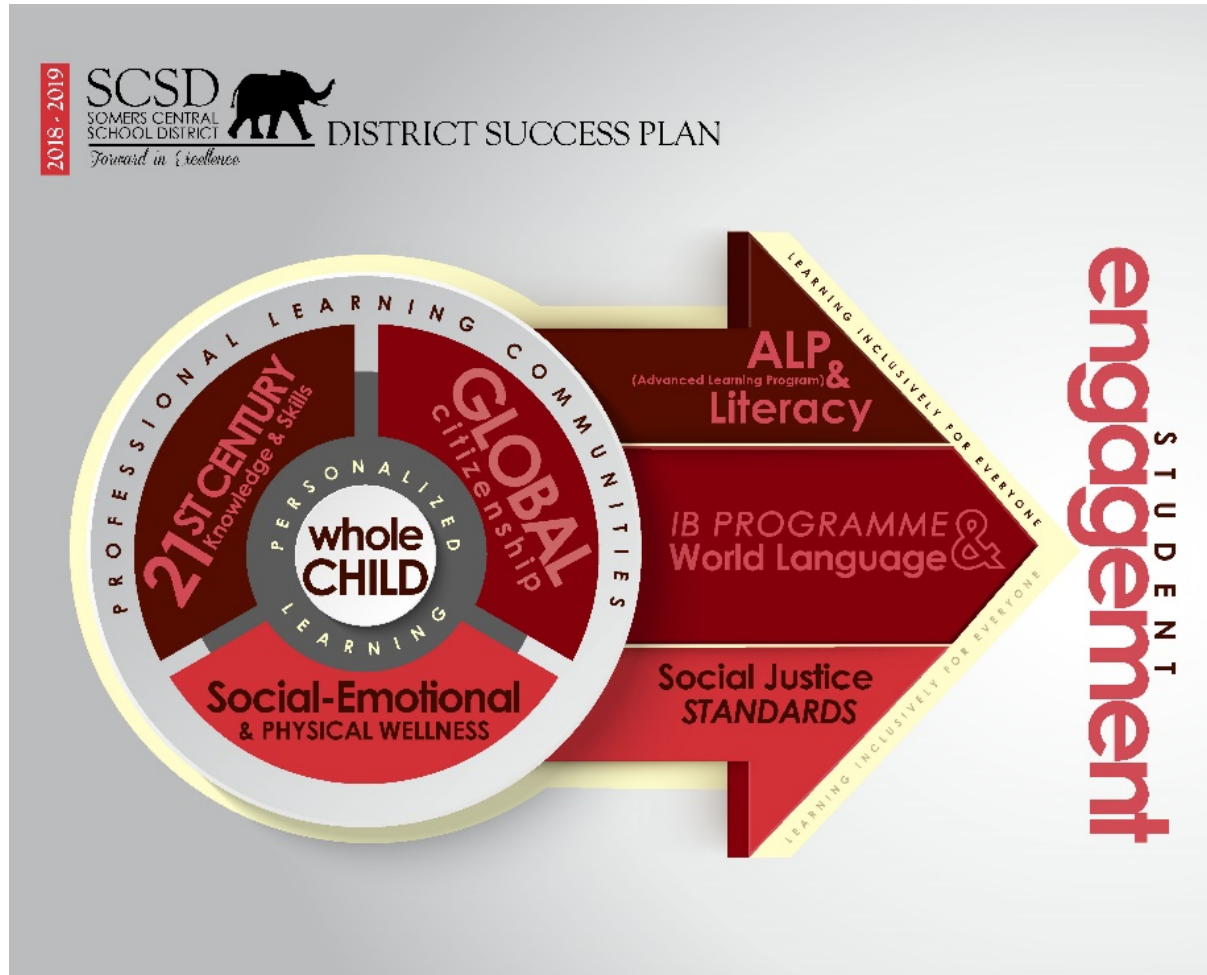


Instructional Practices Inventory

November 27, 2018

What does student engagement look like?



And how would
you measure it?

A Tool and a Practice

Somers teacher leaders from the Middle School (during the Spring of 2017) and the High School (during the Spring of 2018) began training with Dr. Jerry Valentine, Professor Emeritus from the University of Missouri and founder of the Instructional Practices Inventory, a teacher-led process for collecting data about students' cognitive engagement during class time.

Following the trainings, teachers have begun to engage in classroom visitations, watching students work and visiting classrooms for brief periods of time throughout an entire school day to collect hundreds of “snapshots” of students' cognitive engagement.

The IPI rubric asks teachers to code what they see.

Students' cognitive engagement can be grouped in two ways – engagement that requires higher order/deeper learning and engagement requiring lower order/surface learning. There is a time and place for both during a learning episode.

Teachers use the IPI rubric to clearly explain student engagement and to discuss ways to engage students in higher order thinking.

Instructional Practices Inventory Categories

Student Active Engaged Learning (6)	Students are engaged in higher-order thinking and developing deeper understanding through analysis, problem solving, critical thinking, creativity, and/or synthesis. Engagement in learning is not driven by verbal interaction with peers, even in a group setting. Examples of classroom practices commonly associated with higher-order/deeper Active Engaged Learning include: inquiry-based approaches such as project-based and problem-based learning; research and discovery/exploratory learning; authentic demonstrations; independent metacognition, reflective journaling, and self-assessment; and, higher-order responses to higher-order questions.	Student Engagement in Higher-Order Deeper Learning
Student Verbal Learning Conversations (5)	Students are engaged in higher-order thinking and developing deeper understanding through analysis, problem solving, critical thinking, creativity, and/or synthesis. The higher-order/deeper thinking is driven by peer verbal interaction. Examples of classroom practices commonly associated with higher-order/deeper Verbal Learning Conversations include: collaborative or cooperative learning; peer tutoring, debate, and questioning; partner research and discovery/exploratory learning; Socratic learning; and, small group or whole class analysis and problem solving, metacognition, reflective journaling, and self-assessment. Conversations may be teacher stimulated but are not teacher dominated.	
Teacher-Led Instruction (4)	Students are attentive to teacher-led instruction as the teacher leads the learning experience by disseminating the appropriate content knowledge and/or directions for learning. The teacher provides basic content explanations, tells or explains new information or skills, and verbally directs the learning. Examples of classroom practices commonly associated with Teacher-Led Instruction include: teacher dominated question/answer; teacher lecture or verbal explanations; teacher direction giving; and, teacher demonstrations. Discussions may occur, but instruction and ideas come primarily from the teacher. Student higher order/deeper thinking is not evident.	Student Engagement in Knowledge and Skill Development
Student Work with Teacher Engaged (3)	Students are engaged in independent or group work designed to build basic understanding, new knowledge, and/or pertinent skills. Examples of classroom practices commonly associated with Student Work with Teacher Engaged include: basic fact finding; building skill or understanding through practice, “seatwork,” worksheets, chapter review questions; and multi-media with teacher viewing media with students. The teacher is attentive to, engaged with, or supportive of the students. Student higher-order/deeper thinking is not evident.	
Student Work with Teacher not Engaged (2)	This category is the same as Category 3 except the teacher is not attentive to, engaged with, or supportive of the students. The teacher may be out of the room, working at the computer, grading papers, or in some form engaged in work not directly associated with the students’ learning. Student higher-order/deeper thinking is not evident.	
Student Disengagement (1)	Students are not engaged in learning directly related to the curriculum.	Students Not Engaged

The Instructional Practices Inventory categories were developed by Bryan Painter and Jerry Valentine in 1996. Valentine refined the descriptions of the categories (2002, 2005, 2007, 2010 and 2012) in an effort to more effectively communicate their meaning.

Jerry Valentine
September 23,
2018