

A QUALITATIVE ANALYSIS OF ELEMENTARY TEACHERS' PERCEPTIONS
ABOUT THE IMPACT OF THE IPI PROCESS ON CLASSROOM PRACTICES

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ABSTRACT

The Instructional Practices Inventory (IPI) process is a way to collect information to accurately measure student-engaged learning from various instructional practices in order to improve student achievement and direct classroom instruction. The purpose of this study was to explore teachers' perceptions through conversations using personal open-ended, semi-structured interviews in order to gain information on the IPI process and its impact on instructional practices used in the classroom. Based on the research setting, problem, and purpose the overarching research question was: To what extent does the Instructional Practices Inventory process impact the instructional practices or strategies used by elementary classroom teachers?

The research for this study was qualitative using open-ended, semi structured interview questions and observations with twelve teachers from six different schools and their respective principals. Findings included the positive impact the IPI process had on instructional practices based on teachers' perceptions. This positive impact was also relevant to student active engagement. Another key finding was the relationship between the IPI process and the use of Kagan Structures. Finally, professional development was an essential part of the IPI process being successfully implemented within the schools.

