University of Missouri-Columbia
Middle Level Leadership Center

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Decolonizing Qualitative Instruments:

Adapting qualitative instruments for meaningful and culturally appropriate data collection in schools with Indigenous majority populations.
Purpose:
To explore decolonizing an observational assessment process and consider its utility for use in diverse school settings.
Instructional Practices Inventory (IPI)
Background & Origin

• **Project ASSIST**: Comprehensive School Reform Initiative (1996)
  Needed Data to Monitor Instructional Change & Foster Teacher Reflection

• **Fits Concepts of Professional Learning**
  Communities and Learning Organizations
  Faculty Discussions/Analysis of Data about Teaching/Learning
  • “Develop an **optimum profile** of student engaged learning that teachers will view as fair and accurate”
  • “Engage teachers in the **reflective, problem solving analysis** so instructional change evolves.”
  • “Continue to collect, analyze, and problem solve on a **longitudinal basis**.”
Standard IPI Data Collector Training

1. Classroom based group training
2. On-site practice application & observation
3. Post-training follow-up session
4. Collected data analysis & interpretation
IPI Data Collection Protocols

• Data observations on “typical” days

• Systematically move from classroom to classroom based upon the floor plan of the school

• Focus on students, not the teacher

• Code student learning during first moments of observation

• When observation is borderline between two codes, select higher code
IPI Data Collection Protocols

- Code during regular learning time, not transitions between content areas
- Classrooms of special education and student teachers are observed and coded
- Classrooms of substitute teachers are coded and included in profile if higher-order learning
- All observations are anonymous
IPI Category 6 Higher Order Learning
Student Active Engaged Learning

Typically students doing authentic, hands-on, problem-based, research, etc. forms of learning
IPI Category 5 Higher Order Learning
Student Learning Conversations

Typically conversations among students who are constructing knowledge together
IPI Category 4 Teacher-Led Instruction

Students attentive to teacher leading the learning experience

Typically students listening to teacher share, explain, give directions, etc.
IPI Category 3
Student Work with Teacher Involved

Students working individually or in groups with teacher support evident

Typically students doing worksheets, answering questions, taking tests
IPI Category 2 Student Independent Work

Students working individually or in groups with teacher support not evident (independent work)

Typically students doing worksheets, answering questions, taking tests
IPI Category 1 Students Not Engaged

Students are not engaged with the curriculum

Typically students talking, inattentive, misbehaving, etc.
Goal: Multicultural Training Process and Qualitative Instrument Decolonization

Including Examination of:

- Vocabulary used in the instrument
- Criteria used to classify observations by category
- Procedures for facilitating faculty engagement
- Utilization of Cultural Interpreters
Suggested Resources…

• For more detailed information about the IPI see Instructional Practices Inventory: Profiling Student Engagement for School Improvement (Valentine, 2005) available at www.MLLC.org.


• For information about IPI Level I (Coder Training) and Level II (Advanced Faculty Work Session Facilitation) workshops at the Middle Level Leadership Center, see www.MLLC.org, call 573-882-0944, or email ValentineJ@missouri.edu.