University of Missouri-Columbia
Middle Level Leadership Center

Mary E. Douglass

Doctoral Student Educational Leadership
& Policy Analysis
University of Missouri

med3d8@mizzou.edu

Karen Cockrell

Associate Professor

Department of Educational Leadership
and Policy Analysis

University of Missouri

CockrellK@missouri.edu

Jerry Valentine

Professor

Director, Middle Level Leadership Center

Department of Educational Leadership
and Policy Analysis

University of Missouri

ValentineJ@missouri.edu

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 it's 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

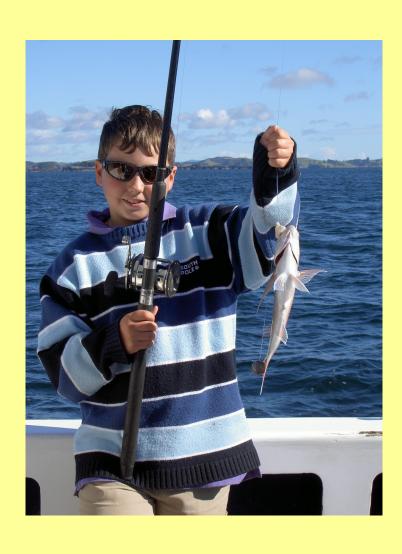Typically students listening to teacher share, explain, give directions, etc.

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 **<u>Instructional Practices Inventory: Profiling Student Engagement for School Improvement</u>** *(Valentine, 2005) available at* www.MLLC.org

- For more detailed information about Project ASSIST see **<u>Frameworks for Continuous School Improvement: A Synthesis of Essential Concepts</u>** (Valentine, 2001) and Project ASSIST Research paper presented at AERA, April 2006 in San Francisco, 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.