

Teacher Module I: IPI Teachers (Matched)

The next set of questions are about the Instructional Partnership Initiative (IPI). This initiative involves setting up partnerships between teachers to collaborate around improving instruction in a few key areas.

You are receiving these questions because you indicated that your principal matched you with another teacher to focus on improving specific areas of instruction and we believe this collaboration is part of IPI. We refer to this teacher as your IPI “partner teacher.”

TM_I1. Why did you chose to participate in the Instructional Partnership Initiative (IPI)? Please select the most important reason or reasons. (Please select at most 3 options.)

- a. I was interested in improving my teaching.
- b. I was interested in improving my evaluation scores.
- c. I was interested in working with a colleague on instructional improvement.
- d. I thought it would fit well with partnerships or professional learning communities I already had.
- e. I thought it would help me get more out of other professional learning opportunities.
- f. I was told that I would receive Professional Development credit for this partnership.
- g. My principal encouraged me to do it.
- h. My principal required me to do it.
- i. I thought it would provide evidence to support my professionalism score on the evaluation rubric.
- j. Other (Please specify)

TM_I2. Please indicate the extent to which you agree or disagree with the following statements regarding your IPI partner teacher?

	Strongly disagree	Disagree	Agree	Strongly Agree
a. This teacher has useful knowledge in my content area or subject. (Select one option)				
b. This teacher has useful knowledge about good teaching practices. (Select one option)				
c. I feel comfortable asking this teacher for advice/talking with him or her about my teaching challenges. (Select one option)				
d. This teacher and I have similar beliefs about good teaching. (Select one option)				
e. This teacher is an effective instructor. (Select one option)				
f. This teacher and I are a good match. (Select one option)				
g. I get along well with this teacher. (Select one option)				

TM_13. Please indicate whether your IPI partner teacher has taught what you teach.

	Yes, currently	Yes, but only in the past	No	I don't know
a. My current grade level assignment(s) (Select one option)				
b. My current subject area assignment(s) (Select one option)				

TM_14. Please indicate the extent to which you agree or disagree with the following statements about IPI.

	Strongly disagree	Disagree	Agree	Strongly Agree
a. My IPI partnership benefits my teaching practice. (Select one option)				
b. I would take part in an IPI partnership again next year. (Select one option)				
c. IPI has improved the culture of collaboration in my school. (Select one option)				
d. Because of IPI, I have a better understanding of what effective teaching looks like. (Select one option)				
e. IPI has helped me learn specific classroom strategies. (Select one option)				

TM_15. After being partnered, how often did you and your IPI partner teacher do each of the following activities this year as part of IPI? If you did not do an activity, select "Never."

	Never	Once or Twice a	About Once a Month	Two or Three Times a Month	About Once a Week
a. Meet to do activities together (Select one option)					
b. Communicate about classrooms or professional learning (Select one option)					
c. Set or discuss goals for the partnership (Select one option)					
d. Discuss evaluation scores (Select one option)					
e. Review student assessment data to make instructional decisions (Select one option)					
f. Co-teach (Select one option)					
g. Observe one another's classrooms to get ideas for instruction or to offer feedback (Select one option)					
h. Plan a lesson together (Select one option)					
i. Provide and receive feedback about instructional practices and activities (Select one option)					
j. Work to develop materials or activities for particular classes (Select one option)					

TM_16. How beneficial did you find each of the following activities to your instructional practice? [Carry forward responses from TM_15 that were done more than Never.]

	Not helpful	Somewhat Helpful	Helpful	Very helpful
a. Meet to do activities together (Select one option)				
b. Communicate about classrooms or professional learning (Select one option)				
c. Set or discuss goals for the partnership (Select one option)				
d. Discuss evaluation scores (Select one option)				
e. Review student assessment data to make instructional decisions (Select one option)				
f. Co-teach (Select one option)				
g. Observe one another's classrooms to get ideas for instruction or to offer feedback (Select one option)				
h. Plan a lesson together (Select one option)				
i. Provide and receive feedback about instructional practices and activities (Select one option)				
j. Work to develop materials or activities for particular classes (Select one option)				

TM_17. Think about the time spent with your IPI partner teacher. Approximately what percentage of this time is focused on specific indicators from the teacher evaluation rubric? (Select one option)

- a. None of our time
- b. 1-25% of our time
- c. 26-50% of our time
- d. 51-75% of our time
- e. 76-100% of our time

TM_I8. <if selected TM_I7=b, c, d, or e and answer to Q1 is 1 (TEAM)> Which indicators have you focused on in your work with your IPI partner teacher? (Please select all that apply.)

- a. INSTRUCTION: Standards and objectives
- b. INSTRUCTION: Motivating students
- c. INSTRUCTION: Presenting instructional content
- d. INSTRUCTION: Lesson structure and pacing
- e. INSTRUCTION: Activities and materials
- f. INSTRUCTION: Questioning
- g. INSTRUCTION: Academic feedback
- h. INSTRUCTION: Grouping students
- i. INSTRUCTION: Teacher content knowledge
- j. INSTRUCTION: Teacher knowledge of students
- k. INSTRUCTION: Thinking
- l. INSTRUCTION: Problem solving
- m. PLANNING: Instructional plans
- n. PLANNING: Student work
- o. PLANNING: Assessment
- p. ENVIRONMENT: Expectations
- q. ENVIRONMENT: Managing student behavior
- r. ENVIRONMENT: Environment
- s. ENVIRONMENT: Respectful culture
- t. PROFESSIONALISM: Professional growth and learning
- u. PROFESSIONALISM: Use of data
- v. PROFESSIONALISM: School and community involvement
- w. PROFESSIONALISM: Leadership
- x. My partner and I did not focus on any specific indicators

TM_I9. <if selected TM_I7=b, c, d, or e and answer to Q1 is 2 (Coach)> Which indicators have you focused on in your work with your IPI partner teacher? (Please select all that apply.)

- a. PLANNING AND PREPARATION FOR LEARNING: Alignment
- b. PLANNING AND PREPARATION FOR LEARNING: Mapping
- c. PLANNING AND PREPARATION FOR LEARNING: Lessons
- d. PLANNING AND PREPARATION FOR LEARNING: Resources
- e. PLANNING AND PREPARATION FOR LEARNING: Scheduling (Secondary Counselors only)
- f. CLASSROOM MANAGEMENT: Environment
- g. CLASSROOM MANAGEMENT: Expectations
- h. CLASSROOM MANAGEMENT: Relationships
- i. CLASSROOM MANAGEMENT: Respect
- j. CLASSROOM MANAGEMENT: Routines
- k. CLASSROOM MANAGEMENT: Repertoire
- l. CLASSROOM MANAGEMENT: Efficiency
- m. CLASSROOM MANAGEMENT: Social-emotional (Counselors only)
- n. DELIVERY OF INSTRUCTION: Expectations
- o. DELIVERY OF INSTRUCTION: Goals/Objectives
- p. DELIVERY OF INSTRUCTION: Connections

- q. DELIVERY OF INSTRUCTION: Clarity
- r. DELIVERY OF INSTRUCTION: Repertoire
- s. DELIVERY OF INSTRUCTION: Engagement
- t. DELIVERY OF INSTRUCTION: Differentiation
- u. DELIVERY OF INSTRUCTION: Flexibility
- v. DELIVERY OF INSTRUCTION: Delivery system (counselors only)
- w. MONITORING, ASSESSMENT, AND FOLLOW-UP: Diagnosis
- x. MONITORING, ASSESSMENT, AND FOLLOW-UP: Checks for understanding
- y. MONITORING, ASSESSMENT, AND FOLLOW-UP: Self-assessment
- z. MONITORING, ASSESSMENT, AND FOLLOW-UP: Recognition
- aa. MONITORING, ASSESSMENT, AND FOLLOW-UP: Analysis
- bb. MONITORING, ASSESSMENT, AND FOLLOW-UP: Support
- cc. MONITORING, ASSESSMENT, AND FOLLOW-UP: Reflection
- dd. FAMILY AND COMMUNITY: Communication
- ee. FAMILY AND COMMUNITY: Reading
- ff. FAMILY AND COMMUNITY: Technology
- gg. FAMILY AND COMMUNITY: Respect
- hh. PROFESSIONAL RESPONSIBILITIES: Attendance
- ii. PROFESSIONAL RESPONSIBILITIES: Reliability
- jj. PROFESSIONAL RESPONSIBILITIES: Judgment
- kk. PROFESSIONAL RESPONSIBILITIES: Teamwork
- ll. PROFESSIONAL RESPONSIBILITIES: Contributions
- mm. PROFESSIONAL RESPONSIBILITIES: Communication
- nn. PROFESSIONAL RESPONSIBILITIES: Receptive
- oo. PROFESSIONAL RESPONSIBILITIES: Collaboration
- pp. PROFESSIONAL RESPONSIBILITIES: Professional development
- qq. PROFESSIONAL RESPONSIBILITIES: Knowledge
- rr. My partner and I did not focus on any specific indicators

TM_10. <if selected TM_17=b, c, d, or e and answer to Q1 is 3 (TEM)> Which indicators have you focused on in your work with your IPI partner teacher?

- a. PLAN: Know your students in order to plan your instruction effectively
- b. PLAN: Set through-course and end-of-course goals
- c. PLAN: Create or adapt standards-based instructional plans and assessments guided by pacing and content from instructional maps
- d. TEACH: Engage students in objective-driven lessons based on content standards
- e. TEACH: Explain content clearly and accurately
- f. TEACH: Engage students at all learning levels in appropriately challenging work
- g. TEACH: Provide students multiple ways to engage with content
- h. TEACH: Use strategies that develop higher-level thinking skills
- i. TEACH: Check for understanding and respond appropriately during the lesson
- j. TEACH: Maximize instructional time
- k. CULTIVATE LEARNING ENVIRONMENT: Build a respectful, learning-focused classroom community
- l. CULTIVATE LEARNING ENVIRONMENT: Develop classroom procedures and routines
- m. CULTIVATE LEARNING ENVIRONMENT: Use classroom space and resources to support instruction

- n. CULTIVATE LEARNING ENVIRONMENT: Manage student behavior
- o. REFLECT AND ADJUST: Monitor progress relative to through course and end-of-course goals
- p. REFLECT AND ADJUST: Use student data to inform and modify instructional practice
- q. My partner and I did not focus on any specific indicators

TM_I11. <if selected TM_I7=b, c, d, or e and answer to Q1 is 4 (TIGER)> Which indicators have you focused on in your work with your IPI partner teacher? (Please select all that apply.)

- a. PLANNING AND PREPARATION: Knowledge of the learning process
- b. PLANNING AND PREPARATION: Value, sequence, and alignment
- c. PLANNING AND PREPARATION: Sustainability for diverse learners
- d. PLANNING AND PREPARATION: Learning activities
- e. PLANNING AND PREPARATION: Design of formative assessments
- f. CLASSROOM ENVIRONMENT: Teacher interaction with students
- g. CLASSROOM ENVIRONMENT: Importance of the content
- h. CLASSROOM ENVIRONMENT: Management of instructional groups
- i. CLASSROOM ENVIRONMENT: Management of transitions
- j. CLASSROOM ENVIRONMENT: Management of materials and supplies
- k. CLASSROOM ENVIRONMENT: Expectations
- l. CLASSROOM ENVIRONMENT: Monitoring of student behavior
- m. CLASSROOM ENVIRONMENT: Response to student misbehavior
- n. CLASSROOM ENVIRONMENT: Safety and accessibility
- o. INSTRUCTION: Expectations for learning and achievement
- p. INSTRUCTION: Directions, procedures and explanations of content
- q. INSTRUCTION: Use of oral and written language
- r. INSTRUCTION: Quality of questions
- s. INSTRUCTION: Student participation
- t. INSTRUCTION: Activities and assignments
- u. INSTRUCTION: Grouping of students
- v. INSTRUCTION: Instructional materials and resources
- w. INSTRUCTION: Structure and pacing
- x. INSTRUCTION: Assessment criteria
- y. INSTRUCTION: Monitoring of student learning
- z. INSTRUCTION: Feedback to students
- aa. INSTRUCTION: Student self-assessment and monitoring of progress
- bb. INSTRUCTION: Response to students
- cc. PROFESSIONAL RESPONSIBILITIES: Accuracy and use in future teaching
- dd. PROFESSIONAL RESPONSIBILITIES: Information about individual students
- ee. PROFESSIONAL RESPONSIBILITIES: Professional relationships with colleagues and receptivity to feedback from colleagues
- ff. PROFESSIONAL RESPONSIBILITIES: Enhancement of content knowledge and pedagogical skill
- gg. PROFESSIONAL RESPONSIBILITIES: Integrity and ethical conduct
- hh. PROFESSIONAL RESPONSIBILITIES: Decision making
- ii. PROFESSIONAL RESPONSIBILITIES: Compliance with school and district regulations and handling of non-instructional records
- jj. My partner and I did not focus on any specific indicators

TM_I12. <if selected TM_I7=b, c, d, or e and answer to Q1 is 5 (AFET)> Which indicators have you focused on in your work with your IPI partner teacher? (Please select at most 13 options.)

- a. PLAN AND ASSESS: Design of Instruction
- b. PLAN AND ASSESS: Use of data
- c. TEACH: Content Knowledge
- d. TEACH: Content Delivery
- e. TEACH: Content Methods
- f. TEACH: Assessment of Progress Toward Mastery of Content
- g. CREATES A CULTURE OF LEARNING: Positive Relationships and Rapport
- h. CREATES A CULTURE OF LEARNING: Persistence and Academic Curiosity
- i. CREATES A CULTURE OF LEARNING: Behavior Management
- j. CREATES A CULTURE OF LEARNING: Time, Space, and Routines
- k. CONTRIBUTES TO THE SCHOOL COMMUNITY: Teacher Contribution to Creating a High-Performing School
- l. CONTRIBUTES TO THE SCHOOL COMMUNITY: Teacher Commitment to Development
- m. My partner and I did not focus on any specific indicators

TM_I13. IPI offers a guidebook to assist teachers with collaborative activities. How often did you use this guidebook? (Select one option)

- a. Never—I am not aware of this guidebook
- b. Never—I am aware of this guidebook but have not used it
- c. Once or twice
- d. 3-4 times
- e. 5 times or more

TM_I14. <if responded TM_I13=c,d,e> Please indicate how helpful the guidebook was to you.

	Strongly Disagree	Disagree	Agree	Strongly Disagree
a. The guidebook helped me get what I needed out of my partnership. (Select one option)				

TM_I15. Do you and your IPI partner share a common planning time that occurs during the school day? (Select one option)

- a. Yes
- b. No

TM_I16. When do you typically meet or do IPI activities with your IPI partner?

- a. Before school
- b. During common planning time
- c. At lunch
- d. Between classes
- e. After school
- f. Other (Please specify the time of day)

TM_117. [If TM_15g>1] When do you find time to observe your IPI partner?

- a. During my planning time
- b. During release time from teaching (that is, when my regular teaching responsibilities are temporarily assigned to someone else)
- c. Other (Please specify the time)

For the following questions, please consider collaboration and evaluation in your school more generally beyond IPI.

TM_118. How often did you collaborate with ANY teacher, including both your IPI partner teacher(s) and other teachers, to do each of the following activities this year? If you did not do an activity, select "Never."

	Never	Once or Twice a	About Once a Month	Two or Three Times a Month	About Once a Week	More than Once a Week
a. Meet to do activities together (Select one option)						
b. Communicate about classrooms or professional learning (Select one option)						
c. Set or discuss goals for collaboration (Select one option)						
d. Review student assessment data to make instructional decisions (Select one option)						
e. Co-teach (Select one option)						
f. Observe one another's classrooms to get ideas for instruction or to offer feedback (Select one option)						
g. Plan a lesson together (Select one option)						
h. Provide and receive feedback about instructional practices and activities (Select one option)						
i. Work to develop materials or activities for particular classes (Select one option)						

TM_119. Please indicate the extent to which you agree or disagree with the following statements regarding the leadership in your school.

	Strongly disagree	Disagree	Agree	Strongly Agree
a. School leadership encourages collaboration among teachers in this school. (Select one option)				
b. School leadership communicates that they value teachers working together on instructional issues. (Select one option)				
c. School leadership encourages teachers with different levels of expertise to work together. (Select one option)				

TM_I20. To what extent do you agree or disagree with the following statements?

	Strongly disagree	Disagree	Agree	Strongly Agree
a. School leaders in my school have the expertise to evaluate my practice. (Select one option)				
b. I have had productive discussions with other teachers about feedback I have received as part of the observation process that is used in the evaluation system. (Select one option)				
c. I have used data from the observation process that is used in the evaluation system to set goals for refining my teaching practices. (Select one option)				
d. Evaluations of my teaching by school leaders accurately reflect my teaching practice. (Select one option)				

TM_I21. If you have any comments or suggestions about how to improve IPI, please provide them below. We value your feedback about this initiative.