

Instructional Practices Inventory

Four key areas of instructional focus to reach achievement goals.

Adapted from Math Solutions IPI



TEACHER

Provides a respectful, safe learning environment in which mistakes are seen as an opportunity to learn.

Structures the class for independent work, pairs, groups, and whole class in a thoughtful and deliberate way.

Asks questions that both build and reveal new understanding of content and practice. Avoids yes/no questions unless they also ask for justification.

Makes appropriate tools available and encourages their use.

Take an academic risk and rely on their own thinking and the thinking of other students.

Listen and ask questions to each other to clarify information; respectfully challenge ideas; make conjectures.

Explain their reasoning; construct viable arguments and critique the reasoning of others.

Communicate using appropriate language both orally and in writing.

Work well in a variety of grouping structures.

STUDENT



TEACHER

Selects rigorous learning experiences.

Makes learning experiences accessible to all students without compromising the rigor in the assignments.

Expects students to justify their reasoning for all answers, whether correct or incorrect.

Selects learning experiences that represent a balance of conceptual understanding and procedural fluency.

Persevere in making sense of rigorous assignments.

Seek out multiple approaches to solving a problem.

Use multiple representations such as symbols, diagrams, graphs, words, etc.

Understand concepts and use procedures appropriately.

Use appropriate tools strategically that fit the situation.

Look closely to discern a pattern or structure.

STUDENT



TEACHER

Understands the expectation of the standard to be taught and its connection to previous standards; aligns the lesson to grade-level content and practice standards.

Differentiates instruction based on student needs.

Selects assignments that provide opportunities for students to contextualize and/or decontextualize.

Selects assignments that provide opportunities for students to apply knowledge to real-world situations.

Connect their current learning to previously learned standards.

Use prior knowledge to contextualize and/or decontextualize problems.

Apply what they know to solve real-world problems.

STUDENT



TEACHER

Uses data to make instructional decisions based on student need.

Provides feedback to students or structures opportunities for peer feedback.

Identifies and communicates the learning target(s) of the lesson.

Implements a variety of strategies to monitor student learning

Take responsibility for their learning by monitoring their progress toward a learning target.

Evaluates the reasonableness of their results using feedback from the teacher or peer.

Articulate what they are learning and why.

STUDENT

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