

## Research Finds Positive Effects of the Instructional Partnership Initiative (IPI)

*"I chose to participate because I thought I could learn something about my own teaching. Observing my partner actually helped me reconsider some of my own practices. We're both learning a lot from this experience." – IPI Teacher*

### **Summary**

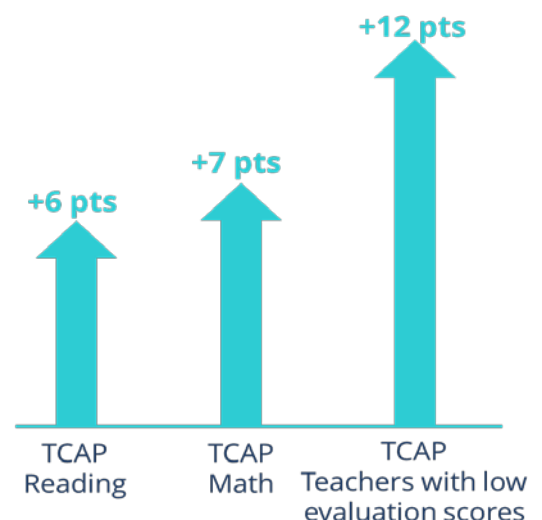
In 2013–14, Tennessee piloted the Instruction Partnership Initiative (IPI), previously called Evaluation Partnership Program, with 16 schools in Jackson-Madison County. IPI uses teacher evaluation data to make teacher pairing suggestions. It gives these suggestions and tools to principals to create collaborative teacher relationships around specific areas of instructional need. In 2014–15, an expanded pilot welcomed 93 schools across the state. Schools were randomly assigned to the program in pilot years, providing rigorous research evidence that differences between participating and non-participating schools following the pilot are the result of IPI. As a result of the pilot:

- *Students in IPI schools scored significantly higher on TCAP than students in non-IPI schools.*
- *Teachers improved their TVAAS scores, were more likely to feel supported by school leadership and more likely to view evaluations as fair and focused on improving their practice.*
- *Administrators in IPI schools were more likely to feel appreciated for their job than those in non-IPI schools.*
- *Schools in IPI saw improvements to school culture and increases in morale.*

### **IPI increases student test scores**

In the pilot year, IPI schools increased TCAP scores school wide by 6 points in reading and 7 points in math relative to non-IPI schools. For teachers with evaluation scores below level 3, participating in a partnership increased their students' TCAP scores by 12 points relative to those of similar teachers in non-IPI schools. All of these effects are statistically significant.

Similarly, positive effects are apparent in the second year among schools that participated in the program. In Jackson-Madison, IPI appears to have been even more effective during its second year of implementation, raising TCAP scores by nearly 10 points.



### **IPI increases TVAAS scores and benefits participating teachers**

IPI improved teachers' TVAAS growth index by 1.1 points. This is equivalent to roughly one level, and would move the average level 2 teacher up to a level 3. In interviews and surveys, participating teachers also expressed positive views of the program. Partnered teachers appreciated the opportunity to collaborate and build a new relationship with a colleague. Both teachers in the partnership felt they learned a lot from one another, and the initially higher-performing partners appreciated the opportunity to take on a leadership role at their school.

### **IPI decreases administrative burden and increases morale**

Administrators that implemented IPI expressed that they found it worth the small time investment. In particular, administrators appreciated the opportunity to give targeted feedback to teachers who struggled in certain areas, adding that the partnerships offered more support than the principals were able to provide on their own.

Tennessee Educator Survey responses also suggest that enacting IPI gave administrators significantly more positive views on their school's culture. On the survey, participating in IPI increased administrators' beliefs that there was an atmosphere of trust and mutual respect and that their teachers saw themselves as collaborative stakeholders. IPI administrators were also more likely to feel appreciated for their job than administrators at non-IPI schools.

### **IPI improves school culture and increases morale school wide**

Though schools that enacted IPI had about 20 percent of their teachers participating in a partnership, the positive effects we report extend to all teachers in the school, not just partnered teachers. Further, survey responses suggest that IPI increases morale school-wide, with teachers in IPI schools having more positive opinions on teacher evaluation, their school culture, and school leadership.

Percent of Teachers who Strongly Agree or Agree

