

# Instructional Partnership Initiative (IPI)

## Getting Started for Principals

Establishing IPI in your school involves three key processes: finalizing matches, setting expectations for IPI partners, and supporting IPI throughout the year. The recommendations below emerged from site visits to schools implementing IPI.

### Finalizing Matches

The suggested teacher matches you see in the portal are based on indicator-level evaluation data. Teachers are matched based on their strengths and areas of growth on specific instructional practice areas. You can use these data to finalize matches. You may also consider making matches based on grade/subject area, teaching schedules that support time for IPI, and existing, positive working relationships between partners.

### Setting Expectations for IPI Partners

It is important to introduce IPI to teachers and provide clear expectations for partnerships.

- **Introduce IPI to teachers.** Describe IPI's goals and explain how teachers were matched. Begin by meeting with teachers individually and emphasizing that IPI is about development on specific instructional areas and not about overall effectiveness.
- **Focus on indicators.** Provide the specific indicator(s) on which you want each partnership to focus. IPI is intended to help teachers improve on specific teacher evaluation indicators.
- **Clarify expectations for partnership activities:** IPI is designed with built-in flexibility for you to adapt it to your school context. We learned that teachers appreciated getting concrete expectations from their principals about what they should do together. See “Getting Started with Partnerships” in the principal guidebook (located [here](#)) for ways to provide clear expectations for partnerships.

### Support IPI Throughout the Year

IPI should be a supported and visible component of professional learning in your school.

- **Provide resources.** Provide substitutes, teacher aids, or other resources for participating teachers so they have time to meet and observe each other. Provide the IPI guidebook for teachers and share a link to the [IPI teacher page](#) on the TEAM website. Ask teachers to share how they are addressing challenges. Check with your district about whether teachers can receive PD points for participating in IPI.
- **Integrate into your evaluation process.** Use evaluation post-conferences to follow up with participating teachers on the focal indicators. Use IPI as a vehicle for teachers to make action plans for their refinement areas and encourage partnerships to change focus if areas of refinement change. Include IPI participation as evidence of teacher professionalism.
- **Follow up with IPI teachers.** Check in with participating teachers every other month with an informal conversation or email. If teachers have difficulty finding time to meet, help them address challenges.
- **Make IPI visible in your school.** Ask teachers to provide examples of what they are learning, and have participating teachers share with each other about their practices and experiences at faculty meetings. Ask teachers to discuss how they use resources to address challenges, such as limited time.

# Instructional Partnership Initiative (IPI)

## Getting Started for Teachers

The Instructional Partnership Initiative (IPI) is an approach to personalized professional learning and collaboration that focuses on improving teaching practices. It focuses on specific indicators within the observation rubric to match teachers as partners. Teachers then work together and decide how they want to address targeted observation indicators. The recommendations below emerged from site visits to schools implementing IPI.

### How Matches Are Made

IPI is not a coaching or mentoring relationship, but a partnership in which teachers bring unique perspectives that allow each teacher to grow professionally and learn from one another. The department provides principals with suggested matches based on areas of strength and growth based on last year's observation rubric indicators. Principals then make final match decisions using more detailed information about the school and its teachers.

### Partnership Activities

Last year, teachers who met regularly with their partner and engaged in partnership activities like peer observation and reviewing lesson plans reported that IPI helped them improve their teaching and grow as professionals.

- **Set goals for focal indicator.** IPI is intended to help teachers improve on specific teacher observation rubric indicators. In the first partnership meeting, teachers should discuss the indicator(s) they will focus on and set goals for what they hope to get out of the partnership. Establish a plan for improving on the focal indicator.
- **Establish a regular meeting time:** Effective partnerships meet regularly to establish a standing meeting time. If teachers do not have common planning time, they may ask their principal for resources to help find time. Teachers should use these times to prepare for and reflect on other activities, such as peer observations.
- **Engage in observations and other partnership activities:** Teachers observe their partners and review their lesson plans or instructional materials. In all activities, teachers should focus on providing actionable feedback to their partners regarding your focal indicator.
- **Use resources:** Teachers can use substitutes or other resources provided by their principal to find time to observe each other. If partners do not share common planning time, they can use those resources to find time to meet. Teachers should use the IPI teacher guidebook for examples of how partners may support each other.