

## Frequently Asked Questions

### Why upgrade the IPG?

The **Instructional Practice Guide (IPG)** was developed to emphasize the interactions among students, teachers, and content while centering standards- and Shifts-aligned mathematics and literacy instruction. The **Essential x Equitable (e<sup>2</sup>) Instructional Practice Suite™** attends to the instructional core, and now centers an expanded definition of what it means for instruction to be high-quality.

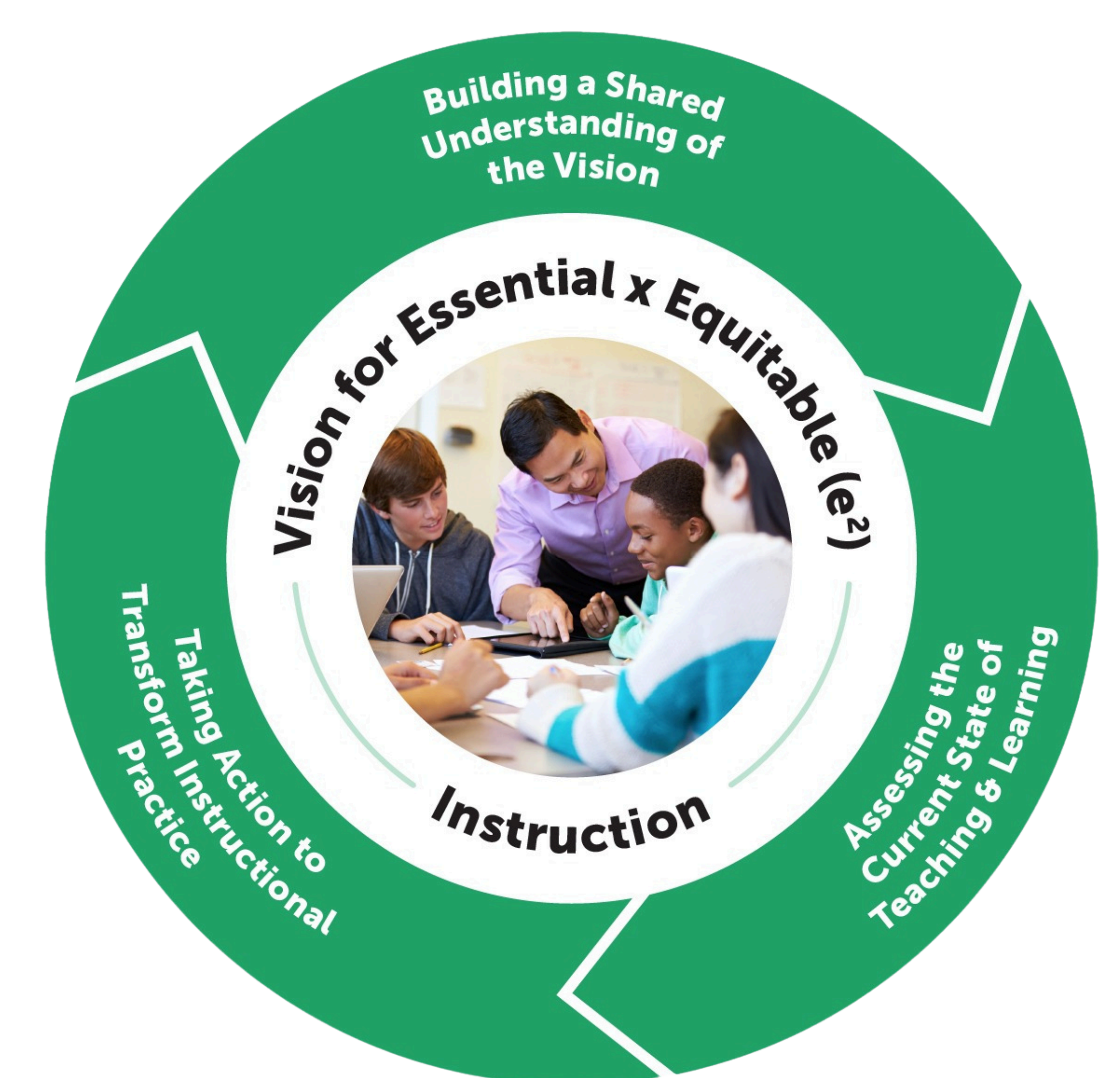
The tools in the e<sup>2</sup> Instructional Practice Suite™ maintain the IPG's emphasis on Essential grade-level math and literacy content and amplify the attention to fostering instruction that creates belonging, agency, and strong identities as learners. This speaks to the evolution of Student Achievement Partners' work, the evolution of what practitioners and researchers understand all students need to feel and be academically successful, and calls from system leaders and Professional Learning providers to strengthen the IPG to better attend to multilingual learners and asset-based instructional approaches.

In addition, though designed for coaching, the IPG was used in many different settings - from classroom walkthroughs to program evaluation. The new e<sup>2</sup> Instructional Practice Suite™ seeks to bring stronger alignment between tool design and use-case by developing different tools with explicit purposes.

### How is the e<sup>2</sup> Instructional Practice Suite™ of tools different from the IPG?

One of SAP's goals in developing the e<sup>2</sup> Instructional Practice Suite™ is to build on the widespread use of the IPG by ensuring that the strong foundation of the IPG carries forward into the new tools, while also responding to user feedback that the IPG should evolve to more robustly address culturally responsive instruction and supports for multilingual learners:

- There continues to be a strong need for clear, concise, literacy- and math specific classroom observation indicators that are grounded in evidence and focused on the instructional core that can serve the purposes of creating and building system-wide shared expectations of high-quality literacy and mathematics instruction that is Shifts-aligned and asset-based.
- Service organizations and instructional leaders continue to seek both system-level diagnostic tools to provide a window into the current state of mathematics and literacy instruction as well as coherently linked mathematics- and literacy-focused coaching tools to support instructional improvement and professional learning. As a result, SAP prioritized the development of the:



- e<sup>2</sup> **Learning Walk Tools™** in **math** and **literacy**, to meet the system-level diagnostic needs,
- a set of e<sup>2</sup> **Surveys and Interviews™** designed to capture authentic perspectives of teachers and students, and
- an aligned e<sup>2</sup> **Coaching Toolkit™** and process supports anchored in the same indicators, intentionally designed for educator learning and growth.

## In what ways are the e<sup>2</sup> Learning Walk Tools™ the same as the IPG?

SAME	NEW!
<ul style="list-style-type: none"><li>• A focus on grade-level content for all students</li><li>• Designed to support reflection, action and growth around instructional practice</li><li>• Non-evaluative for individual teachers</li><li>• Emphasizes the interactions among students, teachers, and content in the classroom</li><li>• Math- and literacy-specific versions of the tool</li></ul>	<ul style="list-style-type: none"><li>• <b>Expanded focus:</b> Integrated, content-specific considerations for building joyful and affirming literacy and math experiences for all students, including a focus on multilingual learners</li><li>• <b>Student lens:</b> A deeper focus on student experiences connected to teacher instructional actions</li><li>• <b>Multiple tools:</b> A coherent set of tools designed to better address the purposes and use cases most often seen with the IPG</li></ul>

## How do the Core Actions and indicators from the IPG show up in the e<sup>2</sup> Learning Walk Tool™?

Broadly speaking, many of the instructional 'bones' of the IPG are present in the new tool, however it is structured differently. Instead of the Core Actions as the organizing groupings, indicators are grouped according to Core Questions that correspond to the four components of the [e<sup>2</sup> Instructional Practice Framework™](#). The indicators found in the IPG's Core Actions are distributed across the Core Questions:

### Crosswalk of Instructional Practice Guide Structure to e<sup>2</sup> Learning Walk Tools™ Structure

<b>IPG Core Action 1 Indicators</b>	The IPG indicators from Core Actions 1 can largely be found in the indicators for <b>Core Question 1</b> .
<b>IPG Core Action 2 Indicators</b>	The IPG indicators from Core Actions 2 can largely be found in the indicators for <b>Core Question 1</b> .
<b>IPG Core Action 3 Indicators</b>	The IPG indicators from Core Action 3 are integrated throughout indicators for <b>Core Questions 1, 2 and 3</b> .

## Can the IPG still be used?

Yes. Depending on local context, there may be compelling reasons to continue to use the IPG.

## Should the new e<sup>2</sup> Learning Walk Tool™ be used with the IPG?

No, the e<sup>2</sup> Learning Walk Tool™ is designed to incorporate the IPG and it would be redundant to use them together.

## Additional considerations for Walkthroughs: IPG vs. e<sup>2</sup> Learning Walk Tool™

- **Rating:** The IPG uses a 4-point rating scale. The e<sup>2</sup> Learning Walk Tool™ uses a Yes/No rating to provide high-level snapshot information that is easy to capture during a brief classroom visit. Observers will not need to delineate across multiple levels of implementation, instead they collect evidence that instructional practices were evident or not during the brief time they are in the classroom.
- **Purpose:** The e<sup>2</sup> Learning Walk Tool™ narrows to indicators that can be observed in 10-15 minutes across a sampling of classrooms and schools.
- **Structure:** The e<sup>2</sup> Learning Walk Tool™ is reorganized into the e<sup>2</sup> categories and brings together teacher and student actions into the same indicators.

A note for ELA/Literacy users: The ELA/literacy IPG focused on text-based reading instruction only, while the Foundational Skills Observation Tool addressed systematic foundational skills instruction. The e<sup>2</sup> Learning Walk Tool™ broadens the content that the tool can be used to observe, while still providing more support for observing two essential types of instruction - text-based instruction and foundational skills - in one walkthrough tool.

