

FIP IN ACTION AND CREATING CLEAR LEARNING TARGETS

Educators across Georgia are working hard to implement initiatives aimed at ensuring all students achieve the target of college and career readiness. Formative instructional practices (FIP) are critical to implementing Georgia's rigorous curriculum with success. These practices are particularly important for educators charged with meeting the needs of diverse learners.

All of Georgia's educators have access to free online learning modules and additional FIP resources. More than 140,000 courses have been completed by Georgia educators, supporting their efforts in:

- Creating and using clear learning targets and learning progressions
- Collecting and documenting accurate evidence of student learning
- Analyzing evidence and providing effective feedback
- Preparing students to self-assess, reflect, and take ownership of their learning



The **FIP in Action** modules and **Creating Clear Learning Targets Practice** modules are available for Georgia educators.

FIP in Action

These modules provide exemplars of how the four core components of formative instruction work together:

Advancing Formative Instructional Practices in Professional Learning Teams

- Understand what formative instructional practices look and sound like in Argumentative Writing.
- Be familiar with multiple ways teachers and students use formative instructional practices to move learning forward.

The Core Components of FIP in Action

- Understand what formative instructional practices look and sound like in Grade 6 English Language Arts.
- Be familiar with multiple ways teachers and students use formative instructional practices to move learning forward.

Creating Clear Learning Targets Practice Modules

These modules provide practice deconstructing standards, creating and classifying clear learning targets, and organizing targets into logical progressions for learning. Modules are grade-level specific (elementary, middle, and high school). For each grade level, there is one module using English Language Arts standards as examples, one using Mathematics, and one non-core example using Physical Education.

- Know how to classify types of learning targets.
- Know how to deconstruct complex standards.
- Know how to re-write learning targets in student-friendly language.
- Know how to organize learning targets into a logical progression for learning.

