

GEORGIA DEPARTMENT OF EDUCATION
Introduction and Overview
Formative Instructional Practices Professional Learning

www.gadoe.org/GeorgiaFIP

Georgia Department of Education

Goals of Georgia FIP



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- Support the development of great teachers and leaders in their work towards preparing students for College and Careers
- Improve teaching and learning processes based on research-proven practices for standards-based instruction
- Facilitate a quality implementation of Georgia's state-mandated content standards
- Increase the alignment between Curriculum, Instruction and Assessment
- Implement the principles for Universal Design for Learning (*mastery of the learning process*)
- Support Georgia's Teacher Keys Effectiveness System (TKES) and (TAPS)
- Support Georgia's Leader Keys Effectiveness System (LKES) and (TAPS)

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Formative Instructional Practices Defined

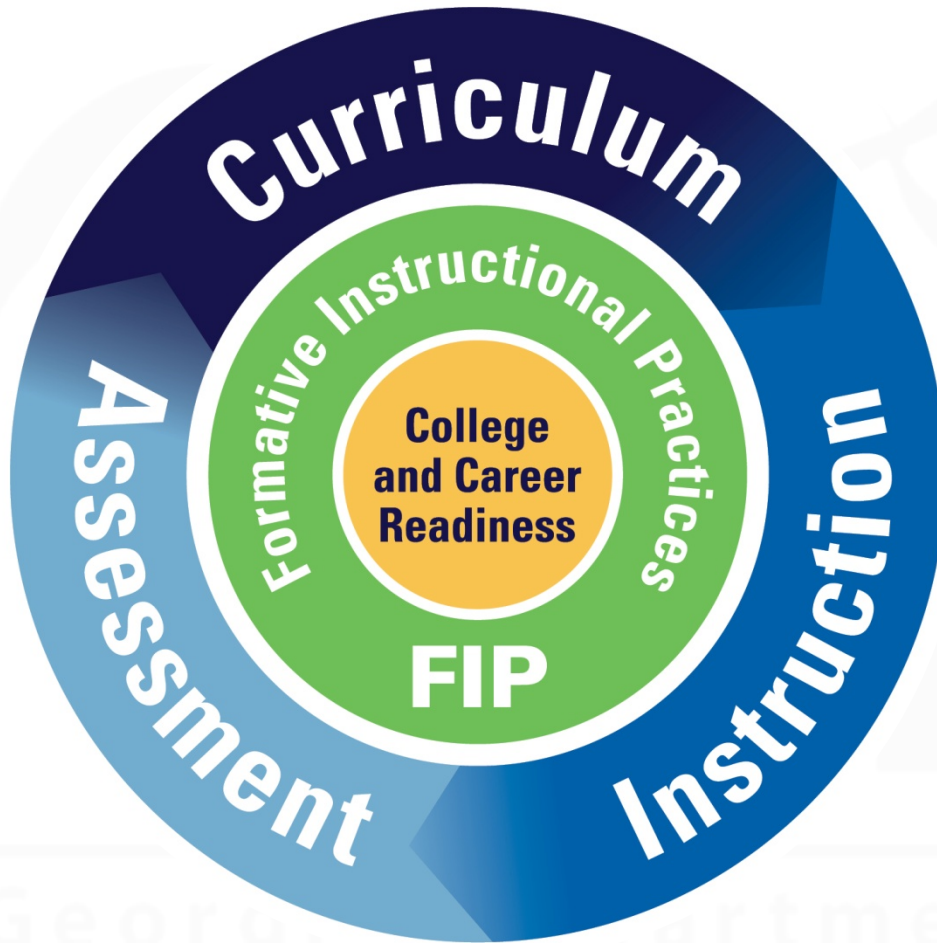
“It is not the instrument that is formative; it is the use of the information gathered .”
(Chappuis, 2009)



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Formative Instructional Practices (FIP) are intentional behaviors that teachers and students use to obtain information about learning so that decisions can be made about additional learning opportunities. Formative instructional practices are the formal and informal ways that teachers and students gather and respond to evidence of student learning. Georgia's FIP is a blended model for professional learning, and has four major components.

- Creating and using clear learning targets
- Collecting and using documenting evidence of student learning
- Using evidence and feedback to increase learning
- Preparing students to take ownership of their learning through reflection, peer feedback, self- assessment.



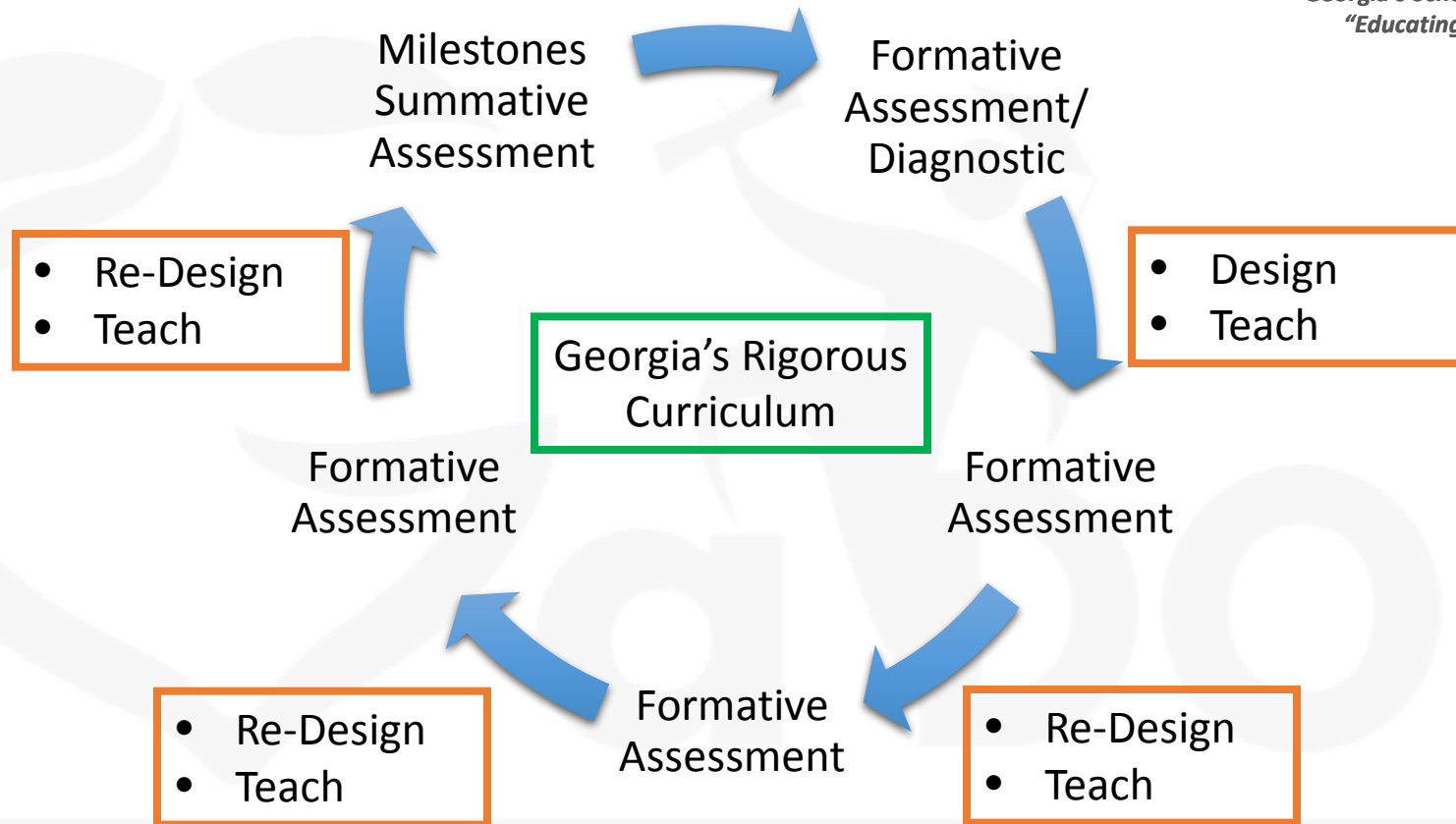
The alternative is to use many different assessment methods to provide students, teachers and parents with a continuous stream of evidence of student progress in mastering the knowledge and skills that underpin or lead up to state standards.

Stiggins, 2005
Phi Delta Kappan

Formative Instructional Practices (FIP)



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Let's Talk About GA FIP Professional Learning Content

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FIP Suite of Online Learning Courses



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- Foundations Series or Core (5 courses), and one additional course for Leaders and Coaches
- Creating Clear Learning Targets (7 courses)
- Reaching Every Student (3 courses)
- Designing Sound Assessments (9 courses)
- Implementing Evidence-Based Grading (1 course)

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Foundations Modules: Formative Instructional Practices



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1. Introducing Formative Instructional Practices

- Understand what formative instructional practices are
- Become familiar with key research findings related to the effects of formative instructional practices on student achievement

2. Creating and Using Clear Learning Targets

- Understand the benefits of learning targets
- Know how to ensure learning targets are clear to the teacher
- Know how to make learning targets clear to students

Foundations Modules: Formative Instructional Practices



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3. Collecting and Documenting Evidence of Student Learning

- Know how to collect accurate formative evidence of student learning
- Know how to document formative evidence of student learning

4. Using Evidence and Feedback to Increase Learning

- Know how to use methods of assessment formatively in order to analyze evidence of student learning
- Understand what makes feedback effective
- Know how to provide effective feedback to students

Foundations Modules: Formative Instructional Practices



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5. Fostering Student Ownership of Learning

- Know how to prepare students to give each other effective feedback
- Know how to prepare students to self-assess with a focus on learning targets
- Know how to prepare students to create specific and challenging goals
- Know how to prepare students to track, reflect on, and share their learning with others

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Leaders and Coaches Module: Formative Instructional Practices



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6. Leading Formative Instructional Practices

- Know how to promote formative instructional practices and support district or school-wide change
- Know how to support teachers in using formative instructional practices with fidelity
- Understand the importance of developing a balanced assessment system

Target audience: Facilitators, district leaders, principals and coaches participate *after* the taking modules 1 through 5.

Additional FIP Courses: “Creating Clear Learning Targets” and “Reaching Every Student”



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Creating Clear Targets

- Creating Clear Learning Targets for ELA in Elementary School
- Creating Clear Learning Targets for ELA in Middle School
- Creating Clear Learning Targets for ELA in High School
- Creating Clear Learning Targets for Math in Elementary School
- Creating Clear Learning Targets for Math in Middle School
- Creating Clear Learning Targets for Math in High School
- Non-Core: Creating Clear Learning Targets in Physical Education

Reaching Every Student

- Formative Instructional Practices: Reaching Students with Disabilities
- Formative Instructional Practices: Reaching English Language Learners
- Formative Instructional Practices: Reaching Gifted Students

Even More FIP Courses... “Designing Sound Assessment Series”



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- Creating and Using Rubrics
- Creating and Using Master Rubrics
- Creating and Using Assessment Blueprints
- Creating and Using Written Response Assessments
- Creating and Using Verbal Response Assessments
- Creating and Using Performance Assessments
- Creating and Using Selected Response Assessments
- Designing and Critiquing Sound Assessments: Putting the Pieces Together

Additional Support Course: Implementing Evidenced-Based Grading

Learning Options for FIP

Begin with the FIP Foundations Series

** Recommended for Optimum Learning*



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Teachers (Modules 1 through 5)

1. Professional Learning Team *
2. With professional friends
3. Independently

District leaders, Principals and Coaches

Leading FIP for Student Success (Modules 1 through 6)

1. Professional Learning Team *
2. With professional friends
3. Independently

Recommended Learning Components



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- **Online Module Completion Individually**
- **Confirming Learning** (also includes monitoring online learning progress of participants)
Educators work through tasks to meet the learning targets in the modules
- **Confirming Practice**
Educators reflect and discuss their professional practice using the downloadable resources for FIP Facilitators and the Participant Handouts
- **Confirming Commitment**
Educators set doable goals and take action based on what they've learned from the modules and professional discussions
- **Reflection**
Educators debrief after implementing FIP goals to refine practice and high quality use of FIP with students



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Formative Instructional Practices are Best Practices

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Best Practices



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LEARNING TARGETS ARE CLEAR

- Students can answer the question, **"Where am I going?"**



EVIDENCE OF STUDENT LEARNING IS COLLECTED AND DOCUMENTED

- Students use this evidence to answer the question, **"Where am I now?"**

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Best Practices



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FEEDBACK IS EFFECTIVE

- Students use effective feedback to answer the question, **"Am I on the right path?"**

STUDENTS TAKE OWNERSHIP OF THEIR LEARNING

- Students can answer the question, **"What do I need to do to be successful?"**



Best Practice



Parents are clear about learning targets and understand what their child knows and can do while working towards mastery of the standards. As a result, the school-to-home connection can improve.

Best Practices



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Leaders can more effectively model and support the practices they want teachers and students to master for overall teaching and learning improvement.

School leaders can provide more targeted feedback to teachers, establish clear learning targets for the faculty's use of FIP strategies, and create support structures that foster success.



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Getting Started with FIP Professional Learning *Access, District Implementation and Course Hours*

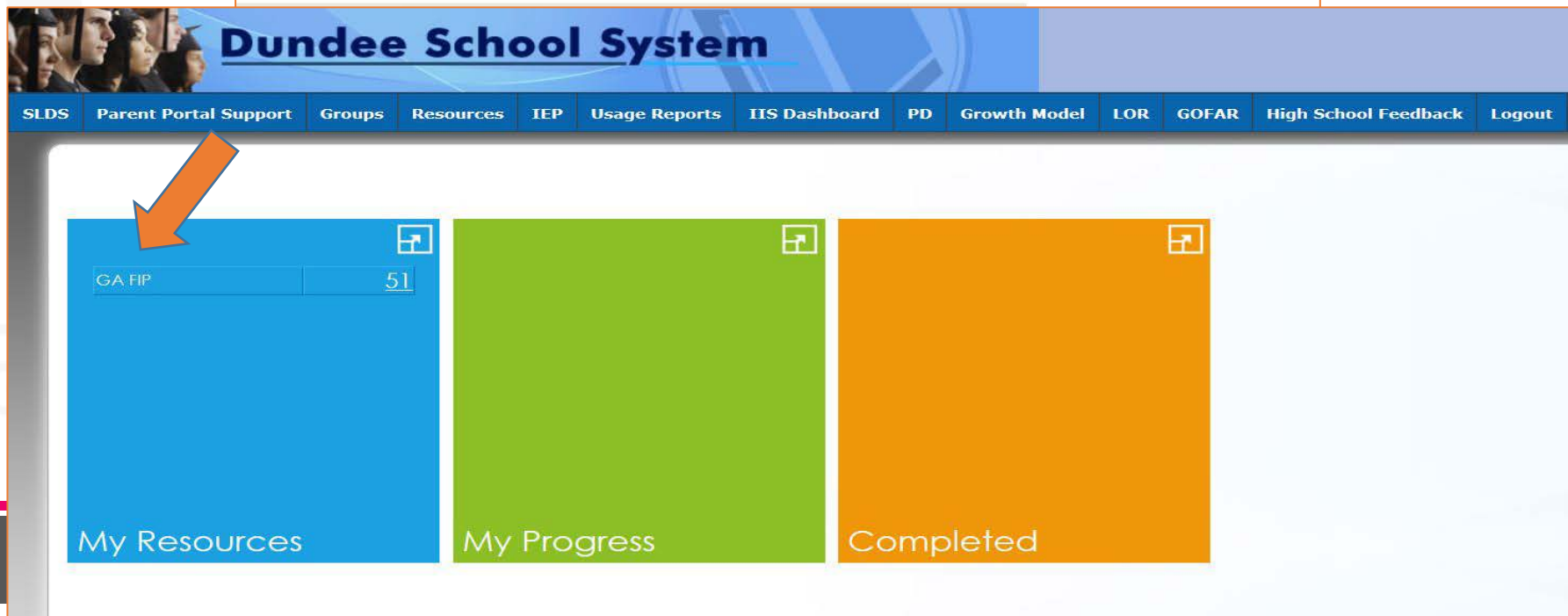
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Options to Access GA FIP



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- Beginning July 1, 2015, educators can access Georgia FIP online learning through the SLDS using their district's student information system (SIS). Login to the SLDS, and click on the PD tab. No access code is needed when using the SLDS to locate FIP resources.



Options to Access GA FIP



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Educators can also continue to access GA FIP online learning through the GaDOE website for GA FIP at the login link when they have a district or school-unique FIP access code. Obtain access codes from the district-level Assessment Coordinator or Director. Access codes are in the Test Coordinator's GaDOE Portal Account.

www.gadoe.org/GeorgiaFIP

Offices & Divisions - Programs & Initiatives - Data & Reporting - Learning & Curriculum - State Board & Policy - Finance & Operations - Contact -

Home → Curriculum, Instruction and Assessment → Assessment Research, Development and Administration → Georgia FIP: The Keys to Student Success

Georgia FIP: The Keys to Student Success

Primary Assessments

- Access for ELLs
- Georgia Alternate Assessment (GAA)
- Georgia Kindergarten Inventory of Developing Skills (GKIDS)
- Georgia Milestones Assessment System
- National Assessment of Educational Progress (NAEP)

Former/Retired Assessments

- Criterion-Referenced Competency Tests (CRCT)
- Criterion-Referenced Competency Tests-Modified (CRCT-M)
- End of Course Tests (EOCT)
- Georgia High School Graduation Tests (GHSGT)
- Georgia High School Writing Test (GHSWT)
- Writing Assessments (Grades 3, 5 and 8)

Contact Info

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FIP Resources

- Login to FIP Professional Learning
- New Users - Georgia FIP
- Overview of FIP Professional Learning
- FIP Overview Presentation
- FIP Brochure for Teachers
- FIP Brochure for Leaders
- Getting Started with FIP - Districts and Schools
- Getting Started with FIP - Teachers
- FIP IT Requirements

Click here to see what educators are saying about Georgia FIP

- Georgia Educators Talk About FIP

Starting FIP in a District



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- Visit the FIP web site: www.gadoe.org/GeorgiaFIP
- Seek approval, if needed, for a FIP implementation with key district or school leadership to build support for implementation.
- Take the FIP Foundations Modules (1 through 5)
- Leaders and Coaches also take Module 6
- Develop a plan and timeline for implementation and link FIP to existing improvement efforts, and to TKES and LKES. Download the alignment of FIP to TKES and LKES from the FIP web page.
- Think about how FIP can support improvement in curriculum, instruction and assessment in Focus and Priority schools.
- There are numerous ways to implement FIP in a district.
- Ask your RESA FIP Facilitator for advice and suggestions.

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FIP Sample Implementation Plan



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Sample Plan #1

***District Level:** District Assessment Director/Testing Coordinator and district FIP Team present the informational PowerPoint to identified district-level staff who serve as FIP Contact Persons. FIP is implemented in FIP volunteer and/or assigned schools. FIP Contact Persons facilitate all modules, discussion and application of FIP strategies for school-level staff through a synchronous learning schedule.*

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FIP Sample Implementation Plan



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Sample Plan #2

District Level: District Assessment Director/Test Coordinator and FIP Team present informational FIP PowerPoint, and Module 1 to district leaders, principals and/or coaches in two different meetings.

School Level: Principals take Module 6 within a designated time frame. School principals are given the option to decide when to take, and how to lead Modules 1-5 with teachers using Professional Learning Teams. Principals share their FIP plans with district's FIP Team, and continually update the district's Team on school-level implementation.

FIP Sample Implementation Plan



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Sample Plan #3

RESA Level:

Communication - RESAs communicate the availability of FIP sessions for teachers, coaches and leaders.

Build Capacity – RESAs offer professional learning communities for teachers, coaches and leaders that deepen understanding of the content of FIP courses, and support educators in goal-setting, and determining action steps for use of FIP strategies in districts, schools and classrooms.

Earn FIP Course Credit Hours



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CERTIFICATE OF COMPLETION

FP1080 - FIP: Reaching English Language Learners

completed on April 26, 2016

TOTAL SEAT TIME: 2 HOURS

LEARNING OBJECTIVES

- Identify several tools to help you differentiate instruction and make assessment accommodations for English language learners.
- Know how to identify the learning needs of English language learners (ELL).
- Know how to use Formative Instructional Practices (FIP) with English language learners.
- Apply FIP and English language learner strategies from this course to a classroom scenario and to your own classroom.

Battelle for Kids



ONLINE LEARNING TRANSCRIPT

Course Name	Total Seat Time	Completed Date
FP1001 - Introduction to Formative Instructional Practices	2.00	01/17/13
FP1002 - Clear Learning Targets	2.00	01/23/13
FP0006 - Leading Formative Instructional Practices	3.00	02/13/13
FP0007 - Coaching Formative Instructional Practices	3.00	02/19/13
FP1003 - Collecting and Documenting Evidence of Student Learning	2.00	03/01/13
FP1004 - Analyzing Data and Providing Effective Feedback	2.00	03/08/13
FP1005 - Student Ownership of Learning: Peer Feedback, Self-Assessment, More	3.00	08/05/13
FP1082 - FIP: Reaching Students with Disabilities	2.00	04/27/15
FP1011 - Creating Clear Learning Targets for Math in Elementary School	1.00	04/27/15
FP1031 - Advancing Formative Instructional Practices through PLTs	2.00	04/27/15
FP1009 - Creating Clear Learning Targets for ELA in Middle School	1.00	05/13/15
FP1106 - ELA Grade 6 Argumentative Writing	1.00	05/13/15
FP1013 - Creating Clear Learning Targets for Math in High School	1.00	05/13/15
FP1080 - FIP: Reaching English Language Learners	2.00	04/26/16
FP41050 - Designing Sound Assessment Series Overview	0.25	08/22/16

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Other Considerations

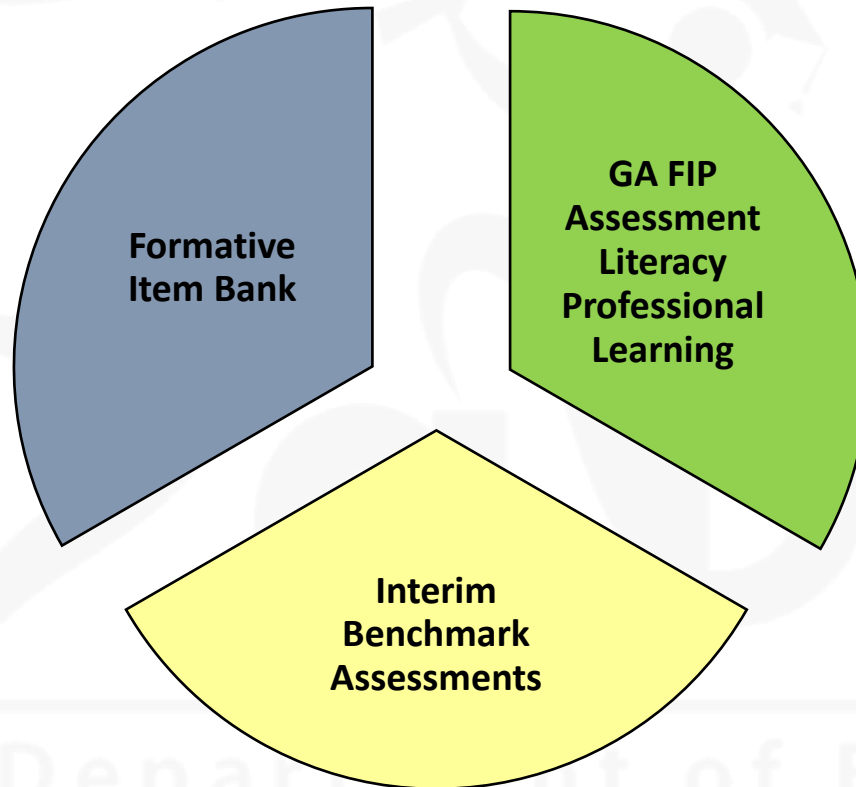


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1. Involve the technology department from the onset.
2. Identify the participants for FIP Professional Learning: (pilot, volunteers, cluster of schools needing improvement, districtwide or selected teacher-leaders)
3. Consider the Learning Options: (1) Professional Learning Team (PLT), (2) With Colleagues/Friends, or (3) On My Own. (**PLT is most successful method**)
4. Determine a timeline for completion of each online module that includes: facilitation support, classroom practice, reflection, and discussion.
5. Consider and plan for local professional learning unit credits (PLUs).
6. Determine if funds exist for stipends or honorariums.
7. Organize a communication plan that links FIP to existing work.
8. Identify material needs for professional learning.
9. Use this PowerPoint and other tools on the FIP web pages for assistance.
10. Develop a method for obtaining feedback on implementation, and a monitoring system that includes use of the online administrative features in FIP.

Formative Assessment Initiatives

Bringing a Balanced Assessment Focus to the Classroom



Georgia Department of Education FIP Team



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