

## **DISTRICT AND SCHOOL IMPLEMENTATION OF FORMATIVE INSTRUCTIONAL PRACTICES (FIP) PROFESSIONAL LEARNING**

These implementation suggestions were developed from feedback that was obtained from districts that piloted the implementation of Georgia FIP professional learning. The suggestions should be considered in the context of each district's strategic vision, plan for improvement, and district culture.

### **Strategies for Implementation Gleaned from Pilot**

Most small districts implemented FIP using a district-wide approach. Some first focused on central office leadership and principals and then rolled out to the classroom level.

Medium to large districts used more variety in implementation. Some used a volunteer approach. Others used a more targeted approach focusing first on only Priority and Focus schools, while others implemented by school clusters or feeding pattern. FIP professional learning can also be considered in Reward schools to support refinement and enhancement efforts. There are numerous ways to consider FIP implementation.

### **District Assessment Directors Coordinate FIP Implementation**

1. District assessment directors receive and download through the GaDOE Portal all role based and unique-identifier access codes for FIP Online Professional Learning for the central office and for each school in the district. There are two types of codes: (1) learners, and (2) administrative/learner codes for the district-level and for the school level.



#### **Types of FIP Online Access Codes**

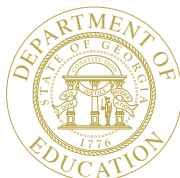
District/Central Office **Administrative/Learner** Code (Assessment Director)

District/Central Office **Learner** Code (Central Office Staff)

School Leader **Administrative/Learner** Code (Principal)

School **Learner** Code (Teachers)

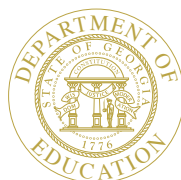
2. District assessment directors serve as the primary contact person and liaison to GaDOE for FIP, and can collaborate to establish a District FIP Team in order to plan FIP implementation. Educators to be considered for the team should represent professional learning, curriculum and instruction, leadership, and school improvement, etc. Some districts may elect to ask their RESA for assistance to implement FIP.



3. District assessment directors and the FIP Team should review the available online resources at: [www.gadoe.org/GeorgiaFIP](http://www.gadoe.org/GeorgiaFIP)
4. District FIP Team should provide to the district's Information Technology Department the document: *FIP IT Specifications*.
5. District FIP Team should communicate the purpose of FIP, create and obtain approval for short and long-term implementation plans for FIP, link FIP to the district's strategic plan, and consider, if needed, other initiatives to modify, coordinate with, and/or abandon to implement FIP with fidelity.
6. District FIP Team should plan an overview presentation of FIP for school leaders and/or central office staff. An *Overview PowerPoint for FIP* is available from: [www.gadoe.org/GeorgiaFIP](http://www.gadoe.org/GeorgiaFIP)
7. District FIP Team should encourage interested leaders to discuss FIP Professional Learning with school faculties or departments/divisions.
8. District FIP Team should invite interested school leaders and/or central office staff to commit to implement FIP by an established deadline.
9. District FIP should encourage school leaders and/or central office staff to name dedicated FIP school-level contact person(s) to serve as liaison(s) and attend FIP meetings with the District FIP Team. Liaisons might be principals, assistant principals, district leaders, coordinators, specialists, coaches or teacher-leaders.
10. District FIP Team can create and provide a calendar for district-sponsored FIP Professional Learning Team meetings for school and/or central office FIP contact persons with consideration to the: (1) date span for FIP school-level contact persons to view each online course prior to participating in district FIP Facilitation Meetings, (2) schedule for FIP Facilitation Meeting dates to discuss each course, and, (3) identification of specific FIP strategies to practice and implement within a date span.

### **Recommendations**

- a) District FIP Team members should develop a calendar for FIP meetings with FIP contact persons include a date span of no more than three weeks for completion of each online learning course. Each course is approximately two hours in length and can be bookmarked to continue learning should a break in learning take place.
- b) District FIP Team members complete the scheduled online course prior to holding a FIP facilitation meeting to reflect and discuss course content with FIP contact persons.
- c) District FIP Team members download the online Facilitation Guide and review the pre-printed agendas, the pre-printed "To Do Lists," reflection guides and support materials to lead the meetings for each module for FIP contact persons. The Facilitation Guides and Participant Handouts are downloaded directly from each course.



- d) District FIP Team members should create a consistent method of collecting feedback from FIP school-level contact persons as they complete each module, and participate in FIP meetings/discussions.
  - e) District FIP Team members should analyze and use the feedback to adjust implementation as needed.
11. District FIP Team can award PLU credit to school and/or central office FIP contact persons. Download the recommend PLU credits for FIP professional learning from: [www.gadoe.org/GeorgiaFIP](http://www.gadoe.org/GeorgiaFIP)
  12. District FIP Team can assist school and/or central office FIP contact persons with developing long and short-term plans to implement FIP in schools or expand implementation with central office staff.
  13. District FIP Team organizes various communication forums for school and/or central office FIP contact persons to share successes and challenges regarding FIP implementation to create interest in FIP and to sustain use of FIP strategies.

