Georgia FIP is a blended learning opportunity that offers you access to online learning modules and facilitation materials based on some of the world's best research. The Georgia Department of Education has made this learning experience available to educators across the state.

Overview of Online Learning

The online learning includes seven modules about the following topics:

1. Introducing Formative Instructional Practices
2. Using Clear Learning Targets
3. Collecting and Documenting Evidence of Student Learning
4. Analyzing Evidence and Providing Effective Feedback
5. Preparing Students to Take Ownership of Learning: Peer Feedback, Self-Assessment, and More
6. Leading Formative Instructional Practices
7. Coaching Formative Instructional Practices

These modules are organized into role-based learning paths designed to personalize your learning experience.

Facilitating Formative Instructional Practices Guide

This guide is designed to help facilitate collaborative learning about formative instructional practices. The guide contains materials corresponding to each of the modules, including: team agendas, activities and handouts designed to deepen learning, and detailed answer keys and tips for facilitators.

What is Georgia FIP?

The research is clear—formative instructional practices (FIP) are the keys to increasing student achievement, allowing all students to be successful in Georgia's education system.

What are the Keys to Student Success?

The Georgia FIP learning experience can propel your growth—and impact your students' success.

Propel Your Growth

• Engage in professional learning aligned with the Teacher and Leader Keys Effectiveness System.
• Plan for and deliver instruction of Georgia's curriculum.
• Gather accurate and reliable evidence of student progress relative to the new standards.
• Use evidence-informed decisions and provide students with feedback that moves their learning forward.

Impact Your Students

• Students know what they are expected to learn.
• Students self-assess and make decisions about where they need to go based on where they are.
• Students are motivated by their progress.
• Students are engaged and take ownership of their learning.

What are Formative Instructional Practices?

Educators across Georgia are working hard to implement evidence-based methods of supporting all students achieve the target of college and career readiness. Formative instructional practices are critical to connecting the dots between improvement efforts across content areas, instruction, and assessment.

For more information about the online learning or how to implement Georgia FIP, please contact the Georgia Department of Education Office of Assessment and Accountability Division at 1.800.624.4588.

Need Technical Support?

Contact Battelle for Kids at Support@BattelleforKids.org or call 1-866-543-7555.

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for Teachers

Online Learning Modules

Module 1

1. Professional Knowledge:

1.1 Addresses appropriate curriculum standards and integrates key content elements.

1.2 Facilitates students' use of higher-level thinking skills in instruction.

1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.

1.4 Demonstrates accurate, deep, and current knowledge of subject matter.

1.6 Bases instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum.

1.7 Displays an understanding of the intellectual, social, emotional, and physical development of the age group.

Module 2

2. Instructional Strategies:

2.1 Engages students in active learning and maintains interest.

2.2 Builds upon students' existing knowledge and skills.

2.3 Reinforces learning goals consistently throughout the lesson.

2.4 Plans for instruction to meet the needs of all students.

2.6 Develops appropriate course, unit, and daily plans, and is able to adapt plans when needed.

3. Instructional Strategies:

3.1 Engages students in active learning and maintains interest.

3.2 Builds upon students' existing knowledge and skills.

3.3 Reinforces learning goals consistently throughout the lesson.

4. Professional Learning:

4.1 Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.

4.2 Uses effective communication strategies to enhance student learning.

4.3 Uses flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs/goals.

4.4 Evaluates student progress using a variety of methods and instruments.

4.6 Demonstrates high learning expectations for all students commensurate with their developmental levels.

4.7 Shepherds students to the next stage of learning during lesson evaluation.

5. Assessment:

5.1 Aligns student assessment with the established curriculum and benchmarks.

5.2 Involves students in setting learning goals and monitoring their own progress.

5.3 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust instruction.

5.6 Provides constructive and frequent feedback to students on their progress toward their learning goals.

5.7 Teaches students how to self-assess and to use metacognitive strategies in support of lifelong learning.

6. Management:

6.1 Responds to disruptions in a timely, appropriate manner.

6.2 Models caring, fairness, respect, and enthusiasm for learning.

6.4 Systematically analyzes and uses data to measure student progress, to design appropriate interventions, and to inform long- and short-term instructional decisions.

7.5 Promotes respect for and understanding of students' diversity, including – but not limited to – race, color, religion, sex, national origin, or disability.

7.6 Actively listens and pays attention to students' needs and responses.

8. Communication:

8.1 Maximizes instructional time.

8.2 Conveys the message that mistakes should be embraced as a valuable part of learning.

8.3 Encourages productivity by providing students with appropriately challenging and relevant material and assignments.

8.4 Provides transitions that minimize loss of instructional time.

9. Professionalism:

9.1 Maximizes instructional time.

9.2 Conveys the message that mistakes should be embraced as a valuable part of learning.

9.3 Respects and maintains confidentiality.

9.5 Participates in ongoing professional growth activities based on identified areas for improvement (e.g., mentoring, peer coaching, course work, conferences) and incorporates learning into classroom activities.

9.6 Demonstrates flexibility in adapting to school change.

9.7 Engages in activities outside the classroom intended for school and student enhancement.

10. Communication:

10.1 Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom and school environment.

10.2 Engages in ongoing communication and shares instructional goals, expectations, and student progress with families in a timely and constructive manner.

10.3 Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner.

10.5 Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner.

10.9 Uses modes of communication that are appropriate for a given situation.