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Webinar Recordings

• Recordings are now shared through a single link that takes you to a folder of prior webinars.
• Recordings are available a day after the live session.
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**Webinar Recordings**
Creating Optimal Opportunities to Lead FIP
Assessment Training Questions Log: https://forms.office.com/r/Eg5LLdH4WX

FIP Resources

Download FIP Webinar PPTs from the FIP Resources Web Page
https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/FIP_Resources.aspx
Creating Optimal Opportunities to Lead FIP

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January 13, 2022
### FIP Webinar Series for 2021-2022

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Review from Webinar 1: Formative Instructional Practices Defined

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

Formative Instructional Practices (FIP) are intentional behaviors that teachers and students use to make decisions about learning. Formative instructional practices are the formal and informal ways that teachers and students gather and respond to evidence of student learning.

Georgia FIP is a blended model for professional learning. It provides Tier I evidenced-based interventions and practice opportunities for educators to accurately use formative instructional practices in districts and schools.

Georgia FIP online professional learning has four foundational components.

• Creating and using Clear Learning Targets
• Collecting, analyzing and using evidence of student learning
• Using Evidence and Feedback to Increase Learning
• Fostering Student Ownership of Learning
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Review: Why Consider FIP for Improvement?

The Georgia School Assessment on Performance Standards (GSAPS) assesses the level of implementation on each of the five systems of Georgia’s Systems of Continuous Improvement (GSCI). FIP online courses provide professional learning that directly supports the GSCI and GSAPS.

**Coherent Instruction:** Districts and schools must have an established shared instructional guidance system (Structure 3: Use of a balanced blend of assessments)

**Professional Capacity:** In addition to effective leadership, schools, to improve, particularly in instruction, must have a coherent system to develop the capacity of the professionals in the school

**Supportive Learning Environment:** A school must design a system that organizes the efforts in the school to meet the differing needs of all students

**Family and Community Engagement:** A school must have an intentional explicit system for engaging the adults beyond the school in the core instructional work of the school

**Effective Leadership:** A major support necessary for an effective instructional guidance system is leadership in the school and at the district level

*Source: (Page 1 of Process Guide for GaDOE’s GSAPS)*
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Know the purpose for assessment and how the results will be used beforehand

**Instructional**
- Tell me how well students are learning each day and where to adjust teaching to close gaps or offer more challenging learning Activities?
- Georgia FIP

**Instructional or Predictive**
- Tell me how students are likely to perform on the end-of-year assessment?
- TestPad
- DRC BEACON
- Interim Assessment

**Evaluative**
- Tell me which instructional program, approach, or teacher was most successful?
- Georgia Milestones Assessment System

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Formative
- Daily
- Periodically

Summative
- District’s Testing Window

Today’s Discussion

• Share key points from *Leadership for Teacher Learning* by Dylan Wiliam

• Discuss examples of how the key points apply to Formative Instructional Practices (FIP)

• Share recent research on professional learning

• Explain *Instructional Rounds* and how it can be a tool to assist teachers in developing and refining new practices

• Describe optional independent activities to consider post-webinar

• Respond to your thinking or questions in chat
Wiliam explains how formative assessment, when applied properly, helps to create a structured and rigorous learning environment that increases student achievement. Wiliam also discusses why efforts to change classroom practice have been relatively unsuccessful—and explores specific classroom tactics that do tend to raise student achievement.

“…the main argument of this book - that the main job of leaders is to improve the performance of those they lead.”

https://www.amazon.com/Leadership-Teacher-Learning-Creating-Teachers/dp/1941112269/ref=sr_1_1?keywords=leadership+for+teacher+learning&qid=1641962288&sr=8-1
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Dylan Wiliam shared:

The very hardest task of all is to work out how to implement research findings in real contexts, and this part has been left almost entirely to teachers. This has been unfair and foolish.

Key Issues

- Process of development often supersedes the need for content
- Developers take great care to refrain from sessions that are too challenging so as to minimize teacher withdrawals because most teachers volunteer to participate

Lake and Olson shared:

Teachers, schools, and school systems face unprecedented challenges as schools reopen after pandemic-related closures. One of the central challenges will be figuring out how to meet the individual needs of students who had dramatically different experiences while schools were shuttered, and who will need dramatically different academic and non-academic interventions and supports as school begins. The priority should be on assessments closest to instruction that help teachers know what to do next.

If districts or schools purchase anything, it should be quality curricula and effective professional development to ensure that teachers know how to zero in on high-priority skills and content to meet individual needs.”

Five Key Points…

- Professional development opportunities need to focus more on what teachers need to learn to become better at teaching students.

- Teachers must know explicitly what students need to learn and this information comes from having a keen knowledge of the standards and the ability to use them in ways that are meaningful to students. It also includes the methods to teach the types of thinking that students need to learn.

William’s work with formative assessment has found that when teachers are offered choice, from constrained options, about what they would like to improve, and provided flexibility, small steps, accountability, and support, they improve in using formative assessment appropriately, and students get better.
Highlights of William’s 5 Principles

**Choice**

Teacher development should attend to both strengths and weaknesses so that each teacher can become the best that they can be as themselves. This is why CHOICE is so important. Choice is often hard for leaders to accept and give because there is no way to know that teachers will choose to work on the right things that will make a difference for students.

But what we’ve learned is that when we start out by assuming the best of people rather than the worst, then, in general, good things begin to happen.

**Novice Teachers:**
Focus on both strengths and weaknesses to improve classroom routines, management and student learning

**Experienced Teachers:**
Focus on helping teachers benefit students more by strengthening strong areas to become outstanding areas
Highlights of Wiliam’s 5 Principles

Flexibility

After teachers choose which FIP practice to work on, providing FLEXIBILITY on how to incorporate the practice is key.

Example: Traffic light method for determining if students are learning during the lesson.

- Green = I am clear in my understanding.
- Yellow = I am struggling to understand.
- Red = I need to ask a question.

Teacher 1: During the lesson (red, yellow, green circles) + student support to listen to misconception and assist peers when red

Teacher 2: During the lesson (red, yellow, green sticks) + teacher support when red through listening and use of prompts and clarifying questions, but not provide the answer immediately

When teachers are given flexibility on how to implement their choice, they are much more likely to continue trying to perfect the use of their chosen formative instructional practice.
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Example of Flexibility

Reflection:
What would be one non-negotiable where teachers have no flexibility?

Teaching the GSE Content Standards
Highlights of Wiliam’s 5 Principles

Small Steps

*We are all much more likely to act our way into a new way of thinking than to think our way into a new way of acting.*

Small steps are needed for teachers to have time internalize a new practice and adopt and adapt it in their classrooms. Teachers develop ownership for their selected practice as they work through the introduction-to-modification-to-skilled and appropriate use phases for the selected formative instructional practice that they are learning to use.

The maximum number of professional practice changes that teachers should try at one time is three but limiting it to one or two is better. Practice should continue until use of the practice becomes routine and improvement in student learning and success is visible.
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Highlights of Wiliam’s 5 Principles
Accountability

*What every teacher or leader can control, they can improve.*

- When teachers or leaders write doable action plans that specify their development priorities, the plan can produce a highly effective form of accountability.

- When the plan is shared with a colleague (may or may not include the supervisor), it gets implemented because the educator commits to being accountable to their professional peers.

- Informal plans can be just as effective as formal ones.

- Our teacher and leader evaluation process offers this opportunity.
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Webinar 2 Reminder: FIP Leader and Teacher Growth Plans

https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Documents/FIP/FIP_Sample_Teacher_PLG_Tool_1_2.pdf

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Highlights of William’s 5 Principles
Support

*Structures that hold teachers accountable for making improvements in their practice should also provide support for the changes needed.*

- Teachers need to know and be reassured that everyone works on improving their practice, including leaders, and it’s not because we are not good enough. It is because we can be even better.
- Facilitate teachers to work on work that will help students get better. Knowledge of and appropriate use of formative assessment practices have shown a direct and positive impact on student learning.

Leaders should:
1. Create expectations for continually improving practice for themselves and their teachers
2. Keep the focus on the things that make a difference to students
3. Provide the time, space, dispensation and support for innovation
4. Support risk-taking
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Scenario to Ponder: Teacher’s Directions to Students

“Please turn to page 145. Check your partner’s book to make sure he or she is on the correct page. Is everybody ready? Today we’re going on a decimal hunt. Read the directions on page 145 and when you know what to do, come up to the front and get your materials.”

Question: Are these directions sufficient for students?

Note: The teacher shared the subject, the topic, the resource and activity. The teacher did not communicate what students were going to learn from participating in the decimal hunt. The teacher gave clear procedural directions, but never linked the activity to the learning target or goal. The teacher was activity-focused.

Leadership Suggestion for this Teacher???

The instructional leader who works with this teacher needs to help the teacher grow to develop and communicate learning goals to students and explain that the learning activity is a task that will be used to reach the learning goal.
Recent Research on Professional Learning
Douglas Reeves (11-20-2020 webinar)

- Create psychological safety by publicly stating mistakes that have resulted in your learning and doing something different as a leader
- Reflect and use impact insight because leaders cannot monitor more than six tasks well
- Share and notice how teachers evaluate the same piece of student work as key professional learning and build growth opportunities from the information observed
- Educators shouldn't talk about grading if there is no evidence of providing feedback to improve learning to students
- Few periods, fewer subjects and more time in the subjects did the best in the student equity and access study (Marshallmemo.com)
- We are being judged on our response to data and not being judged on our data
Recent Research on Professional Learning
Ann Davies and Sandra Herbst (12-8-2021 webinar)

- Professional learning recalibrates purpose, offers hope, inspires and reconnects teachers and leaders
- Offers loads of time during learning to process, connect with colleagues, takes place in shorter chunks and slows down the pace of learning
- Focuses on one topic – deep dive vs. breadth
- Leverages processes that are simple in nature that can be repeated over time
- Uses high-yield strategies that can be easily adapted for classroom practice
- Leaders learn alongside teachers to re-establish relationships
- In-person, online or hybrid gatherings for learning
- Includes teacher choice around a collective inquiry topic that amplifies student learning
- Structures: Activate, Acquire, Apply, Anticipate
What are Instructional Rounds?

How can Instructional Rounds assist with changing educator practice?
Benefits of Instructional Rounds


1. Provides a district or school a process to develop and refine educators’ skills to improve student learning outcomes

2. Creates a culture that assumes professional learning is continuous

3. Offers a process to observe and learn practices (not the teacher being observed unless requested)

4. Gives observers a forum to compare their practice to that of the observed teacher

5. Includes a post-observation debriefing process with reflection about the practices observed, how the observers’ practices can be refined, changed or new practices instituted based what was seen and heard in the classroom
Steps for Instructional Rounds

1. Master teachers or coaches volunteer or request that their classroom teaching be observed directly or virtually
2. Teachers desiring to learn should observe once per semester
3. Rounds should be facilitated by a lead teacher who is respected as an exceptional teacher and professional
4. Rounds can be facilitated by the principal or a district leader, but the purpose is not evaluative, and this expectation needs to be communicated at the outset to the observers
5. Groups observing a classroom or virtual teaching experience should be no larger than three to five
6. Prior to the observation, the observers decide what they are trying to learn from observing the master teacher’s instruction
7. Observers enter the classroom or virtual teaching session quietly, take notes on the master teacher’s use of the agreed upon practices for observation
8. In the context of FIP, observers could decide to learn more about…
   • The written plan that shows the part(s) of the standard for the lesson that will be taught with the lesson’s assessment method defined
   • The way that the teacher communicates or reviews the learning target for students and methods used to ensure that students know what they are responsible for learning or doing
   • How well students are able to explain what they are responsible for learning for the day and how they track their progress
   • Observe the degree of alignment among the learning target in the lesson plan, to the teacher’s communication about the learning target, to the students’ demonstrated understanding of the learning target, and student work samples
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9. Observers leave the classroom or sign-out of the virtual session and debrief

**Debriefing**

10. Facilitator states the format and rules for sharing observation notes (round-robin), no discussion of observation and notes beyond the debriefing group, and not sharing observation notes or ideas with the teacher who was observed unless the teacher explicitly requests the feedback.

11. Commenting teachers use a “Pluses” (positive) and “Deltas” (questions or concerns) format.

12. Begin with sharing one “Plus” observation and speculate on the behaviors and actions that resulted in the positive outcome. This is followed by the same teacher sharing a “Delta” observation with the rationale provided for the notation.

13. After all observers complete sharing their “Pluses” and “Deltas” based on the agreed upon practices for observation, the Facilitator asks observers to share the practices that they desire to improve or use differently or add to their practice based on participation in the Instructional Round.
Instructional Rounds Planning/Debriefing

Instructional Rounds Planning and Debriefing
Plus/Delta Process

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<th>By observing, I want to learn:</th>
<th>+</th>
<th>Why do I think this?</th>
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Next Steps

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Optional FIP Webinar 4 Reflection Guide

Optional Video-viewing Opportunity
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FIP Webinar 4
Reflection Guide

1. Are there opportunities for constrained choices to be created for teachers that would directly improve student learning outcomes? If so, list them. Plan for introducing the first one or two on your list and include options for implementation that teachers could buy-into that benefit students directly. Solicit, listen, and accept additional or reasonable implementation options from teachers for their choice.

2. Think about the professional growth needs of new teachers and veteran teachers that you support. Do they need the same content and experiences to improve? Can you think of ways to offer these two groups different development experiences that would directly improve student learning? What human and material resources would you need to do this?

3. Are there action steps in a plan to improve teaching and student learning that have not worked as expected? Would shortening the timeline for implementation create the opportunity to break the action steps into smaller and more manageable segments? It might be helpful to revisit the action steps for implementing new teaching practice(s) to determine if more time is needed for teachers to work through the introduction-to-modification-to-skilled and appropriate use phases for the practice(s).

4. Could leaders and/or teachers benefit from developing an informal plan to learn about and use FIP practices to improve student learning? Could the plan be shared and discussed with professional peers for peer-support accountability and not necessarily the supervisor?

Note: For more information or assistance with FIP Online Professional Learning, contact Kelli Harris-Wright, GaDOE at kharris-wright@doe.k12.ga.us

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2017 Closing Presentation by Dylan Williams
Thinking about How We Help Teachers Improve

- https://www.youtube.com/watch?v=zwGaG1b_T2w

Video Length:
37:07
Georgia Department of Education

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