Creating Optimal Opportunities to Lead FIP
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 and reasonable implementation options from teachers as their choice.

2. Think about the professional growth needs of new teachers and the veteran teachers that you support. Do they need the same content and experience 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? What content should be used to create constrained-choice options for both groups?

3. Are there action steps in a plan to improve teaching and student learning that have not worked as expected? Would lengthening 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