

Leading FIP: Model the Way

HOW MIGHT YOU USE FIP FOUNDATIONS TO INCREASE TEACHER EFFECTIVENESS AND YOUR OWN INSTRUCTIONAL LEADERSHIP?



- ❑ Develop a plan that includes short and long-term goals for staff and you to enroll in and complete each course in the FIP Foundations series.
- ❑ Plan to actively discuss content from each FIP Foundations course with staff during dedicated professional development time.
- ❑ Plan for professional learning and use of FIP Foundations course content in the strategic or school improvement plan.
- ❑ Set short-term goals collaboratively with staff that are carefully paced to apply FIP Foundations course content in classrooms with students. Resource! [Getting Started with FIP Teachers](#)
- ❑ Help teachers set learning goals for their professional growth plans. Resource! [GA FIP for Leaders Tool 2](#)
- ❑ Allow teachers to conduct peer-to-peer classroom observations with debriefing to refine use of FIP Foundations course content with students.
- ❑ Draft a **LKES Performance Goal to learn about FIP Foundations course content**. See example below.



LKES SAMPLE PERFORMANCE LEARNING GOAL AND PLAN FOR FIP

Goal

I will deepen my understanding and use of FIP by enrolling in, and completing FIP Foundations courses 1 through 5, and optionally, course 6. I will be able to establish and use a common language with staff that is anchored in FIP Foundations content. I will know first-hand what formative instructional practices look and sound like when implemented with fidelity. I will engage in PLC discussions using FIP Foundations content and language. I will provide feedback to teachers using FIP language.

Rationale
Why did I choose this goal?

Milestones assessment data indicate that staff and I need a more focused approach for teaching the GSE to students paired with classroom-based formative assessment to know consistently where students are in their learning, and before the state's summative assessment. Having a common knowledge-base and language from FIP Foundations courses 1-5 will allow me to better support teachers in providing targeted and rigorous instruction for students. I will also be better prepared to offer teachers more appropriate oral and written feedback that will help them move student learning forward.



Proposed Professional Learning Activity

Complete the following online FIP courses:

- Introducing Formative Instructional Practices
- Creating and Using Clear Learning Targets
- Collecting and Documenting Evidence of Student Learning
- Using Evidence and Feedback to Increase Learning
- Fostering Student Ownership of Learning
- Optionally: Leading Formative Instructional Practices

Actively participate with colleagues in a professional learning team to engage in meaningful dialogue, practice, and reflection around the core components of FIP.

Application

What will I do with the knowledge and skills I have to change instructional practice to meet teacher and student needs?

I will revisit my Theory of Action for teaching and learning based on what I've learned from the FIP Foundations courses and discuss my reflections with my supervisor about how I'd like to move forward with FIP as the key component for instructional improvement in my building.

I will use the content from FIP Foundations courses 1–5 to revise and align my improvement plan to the GA School Performance Standards.

I will download and study the Facilitation Guides and Participants Handouts for FIP Foundations courses 1–5 with my leadership team

I will develop a year-long calendar with my leadership team that will allow for dedicated professional learning, discussion, and reflection time for staff to take FIP Foundations courses.

Staff and I will collaboratively determine which FIP Foundations practice(s) to work on, and the length of time needed to learn how to support student learning well using the selected practice(s).

Once teachers begin taking courses, the leadership Team will use instructional rounds that include teachers as a tool to observe other teachers' use of FIP Foundations content with students, and lead debriefing sessions.

I will ask for one teacher volunteer to serve as the FIP Lead Learner by content area and for every grade level so teachers can have an immediate point of contact.

Outcomes

How will the professional learning impact practice and support both my growth and my students' growth?

I will be able to model the core components of FIP through my leadership.

I will be able to communicate with teachers about their practice (practice of FIP) using a common language.

I will be able to communicate with students and parents using the same language that teachers are using.

I will be able to provide teachers more effective feedback as they implement formative instructional practices in their classrooms.

I will better understand if our students have access to curriculum, instruction, and assessment that meet the demands of the standards.

I will grow in my ability to demonstrate:

- Standard 1: Instructional Leadership
- Standard 3: Planning and Assessment
- Standard 4: Organizational Management
- Standard 6: Teacher/Staff Evaluations

Target Completion Date

May 30



How will I know I am making progress and achieving my goal?

I will do the following to ensure that I am making progress and achieving my goal:

- I will ask for feedback from my professional learning team about my understanding and use of FIP as I engage in meaningful practice.
- I will visit classrooms to identify formative instructional practices teachers and students are already using on a regular basis.
- I will use the formative assessment process in LKES with my supervisor and mid-year conference to make decisions and next steps regarding FIP.
- I will track my improvement plan progress using the rubric scoring process associated with the GA School Performance Standards.
- I will engage in ongoing monitoring of my written improvement plan with my leadership team and staff to mark goals as either in progress, completed or TBD.
- As teachers engage in professional learning around FIP:
 - I will monitor teacher learning by checking course completions.
 - I will informally visit classroom to see how teachers are applying their new learning.
 - I will begin to collect teacher and student artifacts for us to review together.
 - I will attend at least two grade level and/or departmental meetings per month on an announced and unannounced rotational basis to listen and participate in teacher-led discussions about instruction and student learning that should be based on the content in the FIP Foundations courses.

What supports might I need to complete the activity and achieve my goal?

- Complete a Selective Abandonment matrix with my supervisor
- Complete a SWOT analysis with my supervisor
- Communication plan to introduce the new direction to my leadership team and solicit support to lead faculty
- Create a task assignments spreadsheet with the leadership team for the year-long calendar to focus the staff on completing and using the content in the FIP Foundations courses
- Communication plan for parents to explain how students will be learning and working differently



Find even more ideas for how you can model and support FIP. Visit www.gadoe.org/GeorgiaFIP.

