Georgia FIP is a blended learning opportunity that offers you access to online learning courses 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 Foundations of FIP online learning includes six courses:

1. **Introducing Formative Instructional Practice**
2. **Creating and Using Clear Learning Targets**
3. **Collecting and Documenting Evidence of Student Learning**
4. **Using Evidence and Feedback to Increase Learning**
5. **Fostering Student Ownership of Learning**
6. **Leading Formative Instructional Practices**

These newly enhanced courses combine theory and practical classroom application, and include scenarios and examples of what these powerful practices look and sound like across grades and subjects.

**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 courses, including: team agendas, activities and handouts designed to deepen learning, and detailed answer keys and tips for facilitators.

More information and access to these tools can be found at: www.gadoe.org/GeorgiaFIP

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**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 to make 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.

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**What are Formative Instructional Practices?**

Educators across Georgia are working hard to implement initiatives aimed at ensuring all students achieve the target of college and career readiness. Formative instructional practices are critical to connecting the dots between improvement efforts, research, curriculum, instruction, and assessment.

**How Does Georgia FIP Connect?**

We have in hand a new vision of excellence in assessment that will tap the wellspring of confidence, motivation, and learning potential that resides within every student. The time has come to embrace it! — Stiggins, 2008

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Want to Learn More about Georgia FIP?

For more information about the online learning or how to implement Georgia FIP, please contact the Georgia Department of Education’s Office of Assessment and Accountability Division at 1-800-634-4106.

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Need Technical Support?

Contact Battelle for Kids at Support@BattelleforKids.org or call 1-866-543-7555.
The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.

Introducing FIP

Collecting Evidence

Using Evidence

Ownership

Leading FIP

1.1 Addresses appropriate curriculum standards and integrates key content elements.

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

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

1.5 Exhibits pedagogical skills relevant to the subject area(s) taught and best practice based on current research.

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.

2. Instructional Planning:
The teacher plans using state and local school district curricula standards, effective strategies, resources, and data to address the differentiated needs of all students.

2.2 Develops plans that are clear, logical, sequential, and integrated across the curriculum (e.g., long-term goals, lesson plans, and syllabi).

2.3 Plans instruction effectively for content mastery, pacing, and transitions.

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

2.5 Aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs.

3. Instructional Strategies:
The teacher plans instruction that promotes the acquisition of key knowledge and skills.

3.2 Builds upon students' existing knowledge and skills.

3.3 Reinforces learning goals consistently throughout the lesson.

3.4 Uses a variety of research-based instructional strategies and resources.

3.6 Communicates and presents material clearly, and checks for understanding.

4. Differentiated Instruction:
The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.

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

4.2 Provides remediation, enrichment, and acceleration to further student understanding of material.

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

4.4 Uses diagnostic, formative, and summative assessment data to inform instructional modifications for individual students.

5. Assessment Strategies:
The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.

5.4 Uses formal and informal assessments for diagnostic, formative, and summative purposes.

5.5 Uses grading practices that report final mastery in relationship to content goals and objectives.

5.7 Collaborates with others to develop common assessments, when appropriate.

The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.

5.8 Sanctions behavior that disrupts instruction.

7.4 Promotes a climate of trust and teamwork within the classroom.

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

7.7 Creates a warm, attractive, inviting, and supportive classroom environment.

The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.

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.

9.1 Carries out duties in accordance with federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices.

9.2 Maintains professional demeanor and behavior (e.g., appearance, punctuality and attendance).

9.3 Incorporates learning into classroom activities.

10. Communication:
The teacher communicates effectively with students, within the school community, and related professionals.

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

10.3 Collaborates and networks with colleagues and community to reach educational decisions that enhance and promote student learning.

10.4 Uses precise language, correct vocabulary and grammar, and appropriate forms of oral and written communication.

10.6 Adheres to school and district policies regarding communication of student information.

10.7 Creates a climate of accessibility for parents and students by demonstrating a collaborative and approachable attitude toward the needs and concerns of stakeholders (parents, community, students, and colleagues).

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