GEORGIA DEPARTMENT OF EDUCATION

Introduction and Overview

Formative Instructional Practices Professional Learning

http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GeorgiaFIP.aspx
Goals of Georgia FIP

- Support the development of great teachers and leaders in their work toward preparing students for College and Careers
- Refine and augment teaching and learning processes based on research-proven practices for standards-based instruction
- Facilitate a quality implementation of Georgia’s state-mandated content standards
- Increase the alignment between Curriculum, Instruction and Assessment
- Support Georgia’s Teacher Keys Effectiveness System (TKES) and (TAPS)
- Support Georgia’s Leader Keys Effectiveness System (LKES) and (TAPS)
Formative Instructional Practices Defined

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

Formative Instructional Practices (FIP) are intentional behaviors that both teachers and students use to gather information about learning to plan the next steps for teaching and student learning.

Georgia’s FIP is a blended model for professional learning, and has four major components.

- 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
Formative Instructional Practices

Milestones 
Summative Assessment

Formative Assessment/ Diagnostic

- Design
- Teach

• Re-Design
• Teach

Formative Assessment

• Re-Design
• Teach

Georgia’s Rigorous Curriculum

• Design
• Teach

• Re-Design
• Teach
FIP Professional Learning Provides the “How to…”

Where is the “HOW?” Many of my fellow teachers and I understand the need for more rigor and challenging our students to help them achieve. We get it. What is lacking is the “how.” How is teaching with the new standards different from teaching with the old?

Teachers need models and training to help them step back to the role of skilled facilitators, to guide students to take ownership of their own learning.


http://www.marzanocenter.com/essentials/minis-whitepaper-dl/?mkt_tok=3RkMMJWWf9wsRoKv63BZKXoXjHpfkX54%2Bw0XKe0lMl%2F0ER3fOvrPjUfGjl4CSMNNm%2BSLDwEYGJlv6GfQrBMbRh0LgKXhY%3D
Dylan Wiliam’s Reflection

http://www.dylanwiliamcenter.com/webinars/

• 10 years of **deliberate practice** is required to become expert for other domains *as well as teaching*

• Even the best teachers need to practice to become better

• Most teachers make exponential improvement in years 1 to 3, and often go into auto-pilot mode if not pushed and encouraged to get better

• Some teachers are motivated to get better on their own

• **Create the conditions for teachers continue to improve well beyond their current levels**
Let’s Talk About GA FIP Professional Learning Content
FIP Course Series

- Foundations of Formative Instructional Practices (5 courses that should be taken first and sequentially)
- Leading and Coaching FIP (1 course)
- Creating Clear Learning Targets (7 courses)
- Reaching Every Student (3 courses)
- Designing Sound Assessments (9 courses)
- Implementing Evidence-Based Grading (1 course)
Foundation Courses: Formative Instructional Practices

1. **Introducing Formative Instructional Practices**
   - Understand what formative instructional practices are
   - Become familiar with key research findings related to the effects of formative instructional practices on student achievement

2. **Creating and Using Clear Learning Targets**
   - Understand the benefits of learning targets
   - Know how to ensure learning targets are clear to the teacher
   - Know how to make learning targets clear to students
Foundations Courses: Formative Instructional Practices

3. Collecting and Documenting Evidence of Student Learning
   • Know how to collect accurate formative evidence of student learning
   • Know how to document formative evidence of student learning

4. Using Evidence & Feedback Effective Feedback to Increase Learning
   • Know how to use methods of assessment formatively in order to analyze evidence of student learning
   • Understand what makes feedback effective
   • Know how to provide effective feedback to students
5. **Fostering Student Ownership of Learning**

- Know how to prepare students to give each other effective feedback
- Know how to prepare students to self-assess with a focus on learning targets
- Know how to prepare students to create specific and challenging goals
- Know how to prepare students to track, reflect on, and share their learning with others
Leaders/Coaches Course: Formative Instructional Practices

6. Leading Formative Instructional Practices

- Know how to promote formative instructional practices and support school-wide change
- Know how to lead quality formative instructional practice implementation in your school
- Understand the importance of developing a balanced assessment system

Target audience: Leaders and coaches participate after the taking the five Foundations Courses
Additional FIP Courses: “Creating Clear Learning Targets,” and “Reaching Every Student”

Creating Clear Learning Targets
- Creating Clear Learning Targets for ELA in Elementary School
- Creating Clear Learning Targets for ELA in Middle School
- Creating Clear Learning Targets for ELA in High School
- Creating Clear Learning Targets for Math in Elementary School
- Creating Clear Learning Targets for Math in Middle School
- Creating Clear Learning Targets for Math in High School
- Non-Core: Creating Clear Learning Targets in Physical Education

Reaching Every Student
- Formative Instructional Practices: Reaching Students with Disabilities
- Formative Instructional Practices: Reaching English Language Learners
- Formative Instructional Practices: Reaching Gifted Students
Even More FIP Courses...
“Designing Sound Assessment Series”

- Creating and Using Rubrics
- Creating and Using Master Rubrics
- Creating and Using Assessment Blueprints
- Creating and Using Written Response Assessments
- Creating and Using Verbal Response Assessments
- Creating and Using Performance Assessments
- Creating and Using Selected Response Assessments
- Designing and Critiquing Sound Assessments: Putting the Pieces Together

Additional Support Course: Implementing Evidenced-Based Grading
Learning Options with FIP
FIP Foundations

Teacher Learning Paths (FIP for Teachers: Courses 1-5)
1. Professional Learning Team *
2. With Friends
3. On my Own

Leaders and Coaches Learning Paths
Leading Formative Instructional Practices (Courses 1-6) *

* Professional learning teams are recommended for all FIP courses
Learning Components

*Recommended for Professional Learning Team (PLT)*

- **Online Course Completion Individually**
- **Confirming Learning** by engaging in self-assessment during the course (also includes administrative monitoring)
  Ensures that educators have met the learning targets in the courses
- **Confirming Practice** *
  Facilitates reflection and discussion about educator practice
- **Confirming Commitment** *
  Helps educators set goals and take action based on what they’ve learned from the modules and follow-up discussions
- **Reflection** *
  Educators reflect on use of FIP processes for planning and from direct work with students and plan revisions or next sets that will improve practice
Getting Started with FIP Professional Learning
Access, District Implementation and PLU Credit
Option 1: Access GA FIP

Educators can access the revised GA FIP online learning courses through the GaDOE website for GA FIP at the login link when they have a district or school-unique FIP access code. Obtain access codes from the district-level Assessment Coordinator or Director. Access codes are in the Test Coordinator’s GaDOE Portal Account.

http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GeorgiaFIP.aspx
New Users Click “Create Account”

Log in

Georgia Formative Instructional Practices (FIP) is a professional blended learning opportunity provided by the Georgia Department of Education to assist educators in learning the four core components of formative instructional practices and enhancing their own use of these strategies.

Email Address

Password

Login

Forgot Password?

First time users: An access code is required to create a new account. Obtain your district or school-specific access code from your principal or supervisor and click create account.

For technical support or assistance, please use our help center or submit a support request.

To learn more about FIP, visit www.gadoe.org/GeorgiaFIP.
STEP 1: To begin the Create a New Account process, please enter your e-mail address and your access code. If you do not know this code, please see your principal or supervisor.

Access Code
Enter Access Code

Email Address
Enter Work Email Address

Confirm Email
Option 2: Access GA FIP

- Educators can access the *original* Georgia FIP online learning courses through the SLDS. Login to the SLDS, and click on the PD tab. No access code is needed when using the SLDS to locate FIP resources.
Starting FIP in a District

- Visit the FIP web site: [http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GeorgiaFIP.aspx](http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GeorgiaFIP.aspx)

- Download the files, *Overview of Georgia FIP Online Learning*, and *Getting Started Districts and Schools*, to learn about the Foundations Courses content first, and implementation considerations. After working through the Foundations content (Courses 1-5), numerous other courses are available to help educators apply FIP practices in more focused ways, i.e., Creating Clear Learning Targets, Reaching Every Student and Designing Sound Assessments, etc.

- Seek approval, if needed, for FIP implementation with key district leadership to build support for implementation.

- Develop a plan and timeline for implementation and link FIP to existing improvement efforts and to TKES and LKES. Download the alignment of FIP to TKES and LKES from the FIP web page.

- Think about how FIP can support curriculum, instruction and assessment in schools that demonstrate a need to improve learning outcomes for students.

- There are numerous ways to implement FIP in a district.

- Consider how the RESA can assist with implementing FIP.
FIP Sample Implementation Plan

Sample Plan #1

**District Level:** District’s Test Coordinator and selected FIP Team members present the overview PowerPoint to indentified staff who serve as FIP Facilitators for schools. FIP is implemented in assigned and/or volunteer schools. FIP Facilitators are responsible for all PLT discussions about courses and support and monitor the school-level practice of identified FIP processes on a synchronous learning schedule.
RESA Level:

**Communication** - RESAs communicate the availability of FIP PLT Cohorts for teachers, coaches and leaders on their websites and during visits to districts and schools.

**Build Capacity** – RESAs offer role-based sessions that deepen understanding of the content in FIP courses, and support educators in goal-setting and determining action steps for use of FIP processes in schools and classrooms.
Earn FIP Course Credit Hours for Online Learning Time

Certificate of Completion

FP41051 - DSA: Creating and Using Rubrics
completed on March 01, 2018

TOTAL SEAT TIME: 2 HOURS

LEARNING OBJECTIVES

• Create a high-quality, analytic rubric.
• Understand the types of rubrics as well as their benefits and limitations.
• Critique rubrics for quality.
• Understand the uses of rubrics to advance learning.

Table of Completed Courses:

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<th>Course Name</th>
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<td>FP41050 - Designing Sound Assessment Series Overview</td>
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Other Considerations

1. Involve the technology department from the onset.
2. Identify the participants for FIP Professional Learning: (pilot, volunteers, cluster of schools needing improvement, districtwide or selected teacher-leaders)
3. Consider the Learning Options: (1) Professional Learning Team (PLT), (2) With Colleagues/Friends, or (3) On My Own. *(PLT is most successful method)*
4. Determine a timeline for completion of each online module that includes: facilitation support, classroom practice, reflection, and discussion.
5. Consider and plan for local professional learning units (PLUs).
6. Determine if funds exist for stipends or honorariums.
7. Organize a communication plan that links FIP to existing work.
8. Identify material needs for professional learning.
9. Use this PowerPoint and other tools on the FIP web pages for assistance.
10. Develop a method for obtaining feedback on implementation and a monitoring system that includes use of the online administrative features in FIP.
Georgia Department of Education FIP Team

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