Formative Instructional Practices: How Schools Can Improve
Assessment Training Questions Log: https://forms.office.com/r/Eg5LLdHXWX

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Webinar Recordings
Formative Instructional Practices: How Schools Can Improve

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Kelli Harris-Wright, Assessment Specialist
kharris-wright@doe.k12.ga.us
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FIP Webinar Series for 2021-2022

Registration links to participate in the live FIP webinar sessions are published in the Monthly Assessment Newsletter.

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<th>Date</th>
<th>Time</th>
<th>Webinar Title</th>
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<td>Wed., 11/10/2021</td>
<td>10 – 11 a.m.</td>
<td>Using Georgia FIP Webpage Resources to Support Improvement Planning</td>
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<td>Wed., 12/8/2021</td>
<td>10 – 11 a.m.</td>
<td>Using FIP Courses to Design Better Classroom-based Formative Assessments</td>
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<td>Thurs., 1/13/2022</td>
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<td>Creating Optimal Opportunities to Lead FIP Professional Learning</td>
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<td>Thurs., 2/24/2022</td>
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<td>Leading Teachers to Help Students Revise their Thinking Using Formative Assessment</td>
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<td>Thurs., 3/17/2022</td>
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<td>Organizing to Help Teachers Facilitate Student Ownership of Learning</td>
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<tr>
<td>Tues., 4/19/2021</td>
<td>10 – 11 a.m.</td>
<td>Overview of New FIP Courses</td>
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Today’s Topics

• What is FIP and how can it assist my improvement work?

• How can FIP improve teacher and leader capacity to create better student learning opportunities?

• What have Georgia educators said about FIP?

• How do I begin using FIP Online Professional Learning?

• FIP in Action: Video using FIP processes and viewing guide
What is FIP and how can it assist my improvement planning?
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

**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

**Formative**
- Daily

**Formative**
- Periodically

**Summative**
- District’s Testing Window

Formative Instructional Practices Defined

- Formative Instructional Practices (FIP) are intentional behaviors that both 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 processes and practice opportunities for educators to accurately use formative instructional practices in districts and schools.

- Georgia FIP online professional learning has four foundational components:
  - Clear Learning Targets
  - Collecting, analyzing and using evidence of student learning
  - Effective Feedback
  - Student Ownership of Learning
FIP Course Series

• Foundations for Understanding FIP (5 core courses)
• Leading and Coaching FIP (1 course)
• Creating Clear Learning Targets (6 courses)
• Reaching Every Student (3 courses)
• Designing Sound Assessments (10 courses)
• Available in 2022...three new courses
Why Consider FIP for Improvement?

The GSAPS assesses a school’s level of implementation in each of the five systems of GSCI:

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

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

- **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.

- **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.

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

*Source: (Page 1 of Process Guide for GaDOE’s GSAPS)*

*Organizing for School Improvement* edited by Anthony Bryk (2010)
How can FIP improve teacher and leader capacity to create greater student learning opportunities?
Example of Why FIP Works

Sample Issue: Assessment results, student work and teacher observation data indicate students are struggling with ELAGSE6RI8.

Grade 6

Strand: Reading Informational Text

Topic: Integration of Knowledge and Skills

Standard: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

What does this really mean for teaching and formative assessment?
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FIP Shows Educators How to Create Clear Learning Targets from Standards and the Learning Progression

Standard: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

Mastering the Standard

• I can evaluate or judge the argument and its specific claims in a text. This means that I can tell whether the reasons and evidence provided for a claim are logical and sufficient (enough) to support the claim. R

• I can determine whether a claim is supported by evidence or not. R

• I can trace or follow an argument and specific claims in a text. This means that I can find the claim made, find the reasons and evidence that support the claim and explain how the reasons and evidence link to the claim. R

• I can find the reasons and evidence that support (back up) a claim. R

• I can find a claim made in a text. K

• I can define claim. K

• I can define argument. K

Learning Target Types: Knowledge (K) – Skill (S) – Reasoning (R) – Product (P)
FIP Shows Educators How to Choose the Right Assessment to Match the Learning Target or Learning Goal

• **Selected Response**: multiple choice, true/false, matching, fill-in-the blank

• **Written Response**: construct short responses with one or a limited range of answers or extended responses of several sentences in length with greater number of acceptable answers

• **Performance Assessment**: give demonstration or create a product

• **Personal Communication/Verbal Response**: response by speaking aloud and can include asking/answering a question, a discussion, conference, oral exams or presentations
FIP Content Helps Teachers Gather the Right Information in the Right Way Efficiently

<table>
<thead>
<tr>
<th>Target-Method Match Summary Chart</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong></td>
</tr>
<tr>
<td>Good</td>
</tr>
<tr>
<td>Reasoning</td>
</tr>
<tr>
<td>Skill</td>
</tr>
<tr>
<td>Product</td>
</tr>
</tbody>
</table>

Educator Feedback About FIP RESA PLCs

What have Georgia educators said about FIP?

Educating Georgia’s Future by graduating students who are ready to learn, ready to live, and ready to lead.
FIP Survey FY2020 (n=366)

1. Please identify the Regional Education Service Agency (RESA) that supports your school district.
2. Please select one answer choice below that best describes your role as an educator.
3. How were you initially made aware of Georgia FIP online professional learning?
4. Please check the appropriate box to indicate your current status in Georgia FIP professional learning OR check ALL Georgia FIP online learning courses that you have completed.
5. Please rate your perception of the usefulness of the content in Georgia FIP to your classroom work with students.
6. Please rate your perception of the usefulness of learning about FIP through a professional learning community (PLC)?
7. Please list any changes that you've made in your work that are a direct result of participating in Georgia FIP professional learning. If you have not made any changes to your practice, write N/A.
8. If you serve as the Instructional Coach/Teacher-leader for Georgia FIP professional learning, please rate your experience using the Facilitators' Guides and Resources.
9. Please share any additional feedback about your experience with Georgia FIP professional learning in the comment box below. If you have not taken FIP courses, enter N/A.
10. What suggestions can you share that would enhance Georgia FIP professional learning?
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Q5 Sample Anecdotal Comments (174/366)

1. Coming into the classroom from a non-education background, this was an excellent resource to help give me the vocabulary of education and shed much needed light into some places I had just been feeling my way through in the dark.

2. This gave me a broader view of how to use formative practices in learning music theory.

3. The content was very useful in gearing my differentiated instruction and also setting clear learning targets.

4. I will implement these practices into all content areas in my classroom. I want to focus more on assessment for learning by using it to drive instruction and having students monitor their own learning and closing gaps that they see themselves.

5. Creating clear learning targets and providing appropriate formative and summative assessment help students understand what and why they are learning. The assessments tools help students and teachers identify their strengths and weaknesses in order to move toward mastery of the standards.
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Historical Data from FIP Feedback Survey

Q5: Please rate your perception of the usefulness of the content in Georgia FIP to your classroom work with students.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Survey Participants</th>
<th>Positive Perceptions on Usefulness of FIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018</td>
<td>460</td>
<td>91%</td>
</tr>
<tr>
<td>2018-2019</td>
<td>504</td>
<td>94%</td>
</tr>
<tr>
<td>2019-2020</td>
<td>366</td>
<td>95%</td>
</tr>
</tbody>
</table>

Note: In FY’21, 701 educators participated in FIP PLCS at RESAs.
Q7 Please list any changes that you've made in your work that are a direct result of participating in Georgia FIP professional learning. If you have not made any changes to your practice, write N/A.

366/366 with 104 as N/A

1. I have changed in the way I look at the end product that I have asked the student to create. I try to make sure what I am teaching will assist the students to the pathway of creating the end product.

2. I provide more detailed feedback to my students.

3. Georgia FIP helped me improve my lesson plans.


5. Focus on demonstration of mastery, clear and measurable learning targets, understanding the "why" behind instructional tasks and assignments.

6. I have begun incorporating learning targets throughout my instruction and not just at the beginning. I have become clearer with my expectations and have given my students more rubrics so they can track their progress towards those expectations. Next school year, I am looking forward to incorporating more self-assessment and reflection for my students.
Getting Started with FIP Professional Learning

How do I begin using FIP Online Professional Learning?

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Where are the FIP Codes in the MyGaDOE Portal?

1. Go to the FIP webpage: https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GeorgiaFIP.aspx

Two Types of FIP Access Codes

- Obtain FIP access codes from the district’s Test Director or Test Coordinator. Codes are in this leader’s GaDOE Portal Account. If the Test Coordinator needs guidance to locate FIP codes, provide this information: [https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/FIP/Locating_FIP_Codes_in_GaDOE_Portal_Account_2019-2020.pdf](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/FIP/Locating_FIP_Codes_in_GaDOE_Portal_Account_2019-2020.pdf)

- FIP access codes are **unique** to each district and each school in Georgia.

- FIP access codes include the three-digit state identifier code for the district and the four-digit state identifier code for the school.

- **Administrative Access Codes** end with “-P” (999-0575-B81-P)

- **Administrative** accounts allow the leader to take FIP courses, access the “Management and Reports” tab and monitor staff learning that **IS NOT** available FIP **Learner** accounts.

- **Learner Access Codes** end with “-FP” (999-0575-FP). **Learner codes go to teachers and coaches**

- Central Office has a FIP Administrative Access Code, and a Learner Access Code.
Options for FIP Implementation

1. Independent PL
2. Grade level or departmental PL
3. Vertically aligned elementary, middle and high school PL
4. Schoolwide PL
5. District-led PL
6. RESA-led PL
Learning Components
Recommended for Professional Learning Community (PLC)

- **Online Course Completion**
  Individually (earns certificate of course completion)

- **Confirming Learning (online monitoring of course completion by leaders)**
  Ensures that educators have completed the FIP course

- **Confirming Practice***
  PLC leader facilitates reflection and discussion about educator practice in relationship to completed FIP course

- **Confirming Commitment***
  Educators set goals and take action based on what they’ve learned from the course and PLC discussions

- **Reflection***
  Educators gather to discuss what they learned from implementing selected goals, plan for refinement and practice using FIP processes again until accurate use can be observed with students and learning data show evidence of learning success
First Time Users Need to Create an Individual Online Learning Account

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.
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Landing Page for FIP Account and Course Catalog
Formative Instructional Practices: How Schools Can Improve

Assessment Training Questions Log: https://forms.office.com/r/Eg5LLdHXWX

PLC Leader and Participant Resources for Each Course

COURSE SUMMARY

"Where am I going? Where am I now? How can I close the gap?" Learn what formative instructional practices are, the key research findings of their effects on student achievement, and a few ways to get started with formative instructional practices in your classroom, school, or district. There are many practices of teachers and students that allow assessment to serve its purpose and define it as an integral part of the teaching and learning process—a process that starts with the standards but plays out in assessment events and reaps its benefits in the learning that occurs day-to-day and even minute-by-minute in the classroom. This is where students are taught to use the assessment process to guide their own learning.

SYLLABUS

Introducing Formative Instructional Practices
Total seat time: 1.5 hours
- Why FIP?
- FIP Foundation Series Overview
- Core Components and Research
- FIP in the Field

- Become familiar with the key research findings related to the effects of formative instructional practices on student achievement.
- Know a few ways to get started with formative instructional practices in your classroom, school, or district.

Videos

Videos include scenarios and examples of what formative instructional practices look and sound like in action.
- FIP Your School Sutter Park Preschool
- The Formative Classroom
- Storyline Waynesville
- Why FIP? Aligning to Change
- The Impact of FIP in the Classroom

Additional FIP Resources

Supporting materials, including downloads from the learning items.
- Five Keys to Quality Classroom Assessment
- Top Ten Lessons Learned

Professional Learning Team Resources

Use these materials with your professional learning team to turn learning into action.
- Facilitation Guide
- Participant Handouts
Next Steps

https://www.youtube.com/watch?v=g05doxtA5So

• View video of FIP in Action in a Classroom (establishing self-assessment criteria with students)

• Use the accompanying handout with the video: FIP Video Reflection_Question Guide 1

• For questions or support with FIP Online Professional Learning or to discuss implementation options with your team, contact Kelli Harris-Wright at: kharris-wright@doe.k12.ga.us
FIP Video Question – Reflection Guide 1

https://www.youtube.com/watch?v=o5doyASSq
Kelli Harris-Wright, GaDOE Specialist

1. What is the learning goal or learning target in the lesson?

2. Did the teacher deconstruct the standard for this lesson into parts that were manageable for planning, instructional delivery, student learning, deliberate practice, and student self-assessment?

3. Can you state or list evidence that you observed in the video to support your answer for question two?

4. Is this lesson an initial or intermediate presentation of content for students? How do you know?

5. Is there a relationship between the standard for this lesson and the formative assessment checklist? Can you state or jot this relationship?

Note: For more information or assistance with FIP Online Professional Learning, contact: kharris-wright@doe.k12.ga.us
Reflection and Acknowledgement

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.


Teachers, schools, and school systems face unprecedented challenges when school reopens 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 this fall 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.”
