

Leading FIP: Model the Way

HOW TO MODEL THE CORE FIP COMPONENTS THROUGH LEADERSHIP:



CREATING AND USING CLEAR LEARNING TARGETS

- Be clear about the targets in staff meetings and professional development opportunities.
- Clarify the difference between learning targets (the what) and learning activities (the how).
- Engage in professional learning along with your teachers. If teachers are deconstructing standards, you might join a team where teachers would benefit from your subject-matter expertise.
- Set one professional growth goal to enhance your knowledge and use of formative instructional practices.
- Help teachers set learning goals for their professional growth plans.



USING EVIDENCE AND FEEDBACK TO INCREASE LEARNING

- Conduct informal classroom observations with teacher teams prior to formal observations, analyze evidence of implementation, and set next steps for improvement.
- Solicit feedback from your teachers about what is working and what isn't.
- Share and discuss with staff how you use evidence of teacher learning from your observations, and their feedback to drive professional learning.
- Use evidence of teacher implementation to provide effective feedback.
 - Use both success and intervention feedback appropriately.
 - Share how you attend to the characteristics of effective feedback. Point out that feedback is only effective if learning increases or a new learning strategy is successfully applied by the learner.



COLLECTING AND DOCUMENTING EVIDENCE OF LEARNING

- Use a variety of assessment methods to assess teacher learning during staff meetings, and professional development sessions.
- Collect evidence of FIP implementation: teacher and leader-created artifacts, student work samples, and more. Share with teachers how these artifacts help us monitor our individual and collective progress.
- Demonstrate how FIP supports all assessment.
 - If your school administers common assessments, share the blueprint with teachers to share expectations and model an aspect of sound assessment design.
 - Don't have a blueprint? This would be a great activity at a staff meeting or PD session. If you don't give common assessments, teachers could create a blueprint for a commercially-developed assessment used in your school.



FOSTERING STUDENT OWNERSHIP OF LEARNING

- Self-assess your own progress with FIP. Track, reflect on, and share your personal learning.
- Be accountable for teacher learning. Gather and respond to feedback about the progress of teachers' implementation of FIP.
- Ask teachers to continuously track their own learning progress with their professional learning goals. Celebrate successes with them!
- Ask your staff to self-reflect. Self-reflection is taking a second look to reflect on achievement, growth, and learning preferences.

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