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- More Actions

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Using FIP Web Page Resources for School Improvement Planning

Webinar Recordings

- Recordings are now shared through a single link that takes you to a folder of prior webinars.
- Recordings are available a day after the live session.
- The link to the webinar recording folder will be available within the Assessment Update.

**Webinar Recordings**

![Webinar Recordings](image-url)
Using FIP Web Page Resources for School Improvement Planning

**FIP Resources**

**Administration Resources**
- FIP Leaders Brochure
- FIP Foundations PLUs for Leaders
- Getting Started with FIP Districts
- FIP to LAPS Crosswalk
- Leading FIP Tool 1
- FIP Sample Leader PLG Tool 3

**Professional Learning Resources**
- FIP #1: How Schools Can Improve
  - FIP: How Schools Can Improve Presentation
  - Questions: FIP Video Reflection
  - Answers: FIP Video Reflection
  - GaDOE Course Descriptions

**Educator Resources**

Download FIP Webinar PPTs from the FIP Resources Web Page

https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/FIP_Resources.aspx
Using FIP Web Page Resources for School Improvement Planning

Kelli Harris-Wright
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# FIP Webinar Series for 2021-2022

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Today’s Topics

• Review key points from FIP Webinar #1

• Identify and describe the resources on the FIP Resources web page to support improvement

• Demonstrate/Model how FIP resources can be used to revise a school improvement plan

• Share options that can be used to implement FIP

• Offer a post webinar reflection guide on FIP as an option for your improvement work
Review from Webinar 1: Formative Instructional Practices Defined

“It is not the instrument that is formative; it is the use of the information gathered.” (Chappuis, 2018)

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

Georgia FIP online professional learning has four foundational components.

1. Creating and using Clear Learning Targets
2. Collecting, analyzing and using evidence of student learning
3. Using Evidence and Feedback to Increase Learning
4. Fostering Student Ownership of Learning
Review: Why Consider FIP for Improvement?

The Georgia School Assessment on Performance Standards (GSAPS) assesses the level of implementation on each of the five systems of Georgia’s Systems of Continuous Improvement (GSCI). FIP online courses provide professional learning that directly supports the GSCI and GSAPS.

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

- **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.

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

- **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.

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

(Source: Page 1 of Process Guide for GaDOE’s GSAPS)
What resources are available for FIP?

https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/FIP_Resources.aspx
Using FIP Web Page Resources for School Improvement Planning

FIP Resources Web Page

https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/FIP_Resources.aspx
Administration Resources
Using FIP Web Page Resources for School Improvement Planning

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Course Hours for Leaders and Suggested PLU Credit

- **Option 1**: Leading and Coaching FIP for Student Success Course Series (Recommended)
  - **FIP Foundations Course Series for Leaders and Coaches**
  - Course Hours: 12 hours
  - Online Learning Time: 12 hours
  - Use the additional FIP learning resources:
    - Reflection Questions Template—Leading FIP for Student Success
    - Confirming Your Practice for School Leaders
    - Setting Goals for Formative Instructional Practices—School Leaders
  - Expected Actions:
    - Establish a learning environment where trust is high, and risk-taking is rewarded.
    - Leverage the experiences of early adapters.
    - Reflect and discuss your learning with other school leaders and coaches.

- **Option 2**: FIP Essentials for School Leaders and Coaches Course Series
  - This course series is designed for school leaders and coaches who desire a basic understanding of FIP for their school or district. After completing the courses, leaders and coaches will understand the core components of FIP.
  - The Essentials Series consists of two courses:
    - Introducing Formative Instructional Practices (2 hours)
    - Leading Formative Instructional Practices (2 hours)
  - Online Module Learning Time: 4 hours

Additional Learning Time: 6 hours

Total Time for Professional Learning: 10 hours (Suggested Credit: 1 PLU)
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Getting Started with FIP for Districts or Schools

3. District assessment directors and the FIP Team should review the available online resources at www.gadoe.org/GeorgiaFIP.

4. District FIP Team should provide to the district’s Information Technology Department the document: FIP IT Specifications.

5. District FIP Team should communicate the purpose of FIP, create and obtain approval for short and long-term implementation plans for FIP, link FIP to the district's strategic plan, and consider, if needed, other initiatives to modify, coordinate with, and/or abandon to implement FIP with fidelity.

6. District FIP Team should plan an overview presentation of FIP for school leaders and/or central office staff. An Overview PowerPoint for FIP is available from: www.gadoe.org/GeorgiaFIP.

7. District FIP Team should encourage interested leaders to discuss FIP Professional Learning with school faculties or departments/divisions.

8. District FIP Team should invite interested school leaders and/or central office staff to commit to implement FIP by an established deadline.

9. District FIP Team should encourage school leaders and/or central office staff to name dedicated FIP school-level contact persons to serve as liaisons and attend FIP meetings with the District FIP Team. Liaisons might be principals, assistant principals, district leaders, coordinators, specialists, coaches or teacher-leaders.

10. District FIP Team can create and provide a calendar for district-sponsored FIP Professional Learning Team meetings for school and/or central office FIP contact persons with consideration to the: (1) date span for FIP school-level contact persons to view each online course prior to participating in district FIP Facilitation Meetings; (2) schedule for FIP Facilitation Meeting dates to discuss each course, and, (3) identification of specific FIP strategies to practice and implement within a date span.

Recommendations:

a) District FIP Team members should develop a calendar for FIP meetings with FIP contact persons include a date span of no more than three weeks for completion of each online learning course. Each course is approximately two hours in length and can be bookmarked to continue learning should a break in learning take place.

b) District FIP Team members complete the scheduled online course prior to holding a FIP facilitation meeting to reflect and discuss course content with FIP contact persons.

c) District FIP Team members download the online Facilitation Guide and review the pre-printed agendas, the pre-printed “To Do Lists,” reflection guides and support materials to lead the meetings for each module for FIP contact persons. The Facilitation Guides and Participant Handouts are downloaded directly from each course.
Using FIP Web Page Resources for School Improvement Planning

How Does Georgia FIP Align to the Leader Assessment on Performance Standards (LAPS)?

Georgia FIP is designed to enhance the knowledge and use of formative instructional practices through six online learning courses that align to LAPS.

Leader Assessment on Performance Standards

Note: Performance indicators are not inclusive and should not be used as a checklist.

1. **Instructional Leadership**: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.
   - 1.1 Articulates a vision and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the district’s strategic plan.
   - 1.2 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.
   - 1.3 Uses student achievement data to determine school effectiveness and directs school staff to actively analyze data for improving results.
   - 1.4 Monitors and evaluates the effectiveness of instructional programs to promote the achievement of academic standards.
   - 1.5 Possesses knowledge of and directs school staff to implement research-based instructional best practices in the classroom.
   - 1.6 Provides leadership for the design and implementation of effective and efficient schedules that maximize instructional time.
   - 1.7 Works collaboratively with staff to identify needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.
   - 1.8 Provides the focus for continued learning of all members of the school community.

2. **School Climate**: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.
   - 2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.

FIP to LAPS Crosswalk
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 that 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 administrators 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 PB 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 tool to reflect on achievement, growth, and learning preferences.
Using FIP Web Page Resources for School Improvement Planning

Administration:
FIP Sample Leader Tool 3
Using FIP Web Page Resources for School Improvement Planning

Professional Learning
FIP Resources (gadoe.org)
Educator Resources
Helping Teachers Obtain their GaDOE FIP Online Learning Access Code from the District’s Test Coordinator

http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GeorgiaFIP.aspx

Directions for District Test Coordinators to Locate FIP Codes

- District Test Coordinators have school-unique FIP online learning access codes in their MyGaDOE Portal Account. More information can be found in the Student Assessment Handbook.
- In the MyGaDOE Portal, go to District Assessments. Go to the “Custom Folder.” Scroll near the bottom for a portal notification that contains zip files of FIP Administrative and Learner Access Codes.
Georgia educators should obtain their school-unique, role-based FIP Online Learning Access Code from their supervisor. The access code is in the My GaDOE portal account of the district’s Test Coordinator.

Follow the steps below to create an individual online learning account. Expect an email verification to confirm your FIP account before initial use.

**First Time Users – Georgia FIP**

**STEP 2: New Users Click, “Create A New Account”**

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

- Email Address
- Password
- Login to FIP Professional Learning
- FIP Resources

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.
Using FIP Web Page Resources for School Improvement Planning

Georgia FIP: All Courses Flyer

Designing Sound Assessment Series

Authentic assessments are powerful tools for teachers and students to reflect on learning and collaboratively plan more relevant instruction. This series helps ensure that educators know how to gather the right kinds of information about student learning, at the right time, and in sufficient amounts to plan the next steps toward mastering the learning target.

This series offers a deeper dive into the core component of collecting and documenting accurate evidence of student learning.

Designing Sound Assessment: Series Overview—This course provides an overview of the Designing Sound Assessment (DSA) series.

DSA: Creating and Using Rubrics—What are the criteria for evaluating progress toward mastery for individual learning expectations, for a specific piece of work or student performance? This course provides an overview of the types of rubrics, benefits and limitations, and characteristics of high-quality rubrics. Learn how to create, revise, and strengthen rubrics to support learning on specific tasks or assignments.

DSA: Creating and Using Master Rubrics—What are the overall learning expectations for each unit? What are the milestones on the path from novice to mastery? What differentiates students at each level? Learn how master rubrics provide educators and their students the learning roadmap for a given period of learning.

DSA: Creating and Using Assessment Blueprints—Master rubrics provide the criteria for evaluating progress toward mastery. But how much evidence do you need? What kinds of evidence do you need? Learn how assessment blueprints guarantee that educators and their students are planning, gathering, and evaluating the right kinds of evidence, at the right levels, in the right amounts.

DSA: Creating and Using Written Response Assessment—Do you tend to avoid written response because of the time it takes? When you have students write, are they on task and on target? Student writing can provide powerful evidence of knowledge and reasoning. When designed and used well, this course will help educators make effective, efficient use of written response assessment in the classroom.

DSA: Creating and Using Verbal Response Assessment—What are the ways that students demonstrate their understanding through dialogue and spoken responses to questions or situations? How can teachers shift higher-order thinking through verbal assessment? This course will help educators plan, conduct, and document purposeful, structured verbal assessment.

DSA: Creating and Using Performance Assessment—What are the characteristics of strong —vs. weak —performance tasks? What is the difference between ‘rich’ and ‘tear’ tasks? This course will help educators and their students create, implement, and critique performance tasks for rigor, relevance, and accuracy.

DSA: Creating and Using Selected Response Assessment—Can selected response items authentically represent what students know and can do? UFA Life often requires us to choose among competing, credible alternatives. Learn how to take advantage of the potential strengths of selected response assessment while avoiding its potential pitfalls.

DSA: Designing and Critiquing Sound Assessment: Putting the Pieces Together —It does not matter how strong each of your assessment components is; the ultimate challenge is to fit those pieces together into a meaningful and informative whole. Poorly designed assessment wastes time and effort — but worse yet, it actually undermines student engagement and success. Ensure that you are purposeful and efficient when designing assessment. Learn how to design sound pre-, interim-, and post-assessment.

Want To Learn More About Georgia FIP?
For more information about the online learning or to implement Georgia FIP, please contact the Georgia Department of Education Office of Assessment and Accountability Division at 1-800-634-4169.

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 (FIP) are critical to implementing Georgia’s rigorous curriculum with success. These practices are particularly important for educators charged with meeting the needs of diverse learners.

All public school educators in Georgia have access to free online learning courses and additional FIP resources. More than 140,000 courses have been completed by Georgia educators, supporting their efforts in:
- Creating and using clear learning targets and learning progressions
- Collecting and documenting accurate evidence of student learning
- Using evidence and feedback to increase learning
- Fostering student ownership of learning

Formative Instructional Practices Course Series

Foundations of Formative Instructional Practices
Learn the essential components of FIP to establish a common vocabulary in your district or school. The five-course foundations series grounds you in the basics of FIP to ensure an appropriate use of standards and ongoing formative assessment with students. The 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.

Leading FIP (part of the Foundations course series)
School leaders, instructional coaches, and teacher leaders learn how to make FIP part of the school culture. Teachers cannot implement formative instructional practices alone. Leaders and coaches have essential roles in both supporting teachers as they try new practices in the classroom, and supporting the school or district so that FIP lasts.

Reaching Every Student
Increase learning for all students. These courses provide specific examples of how to use FIP while teaching English language learners, students with disabilities, and gifted students.

Creating Clear Learning Targets
Go deeper with deconstruction of standards in a grade band and subject area. The six-course series provides examples of more complex standards, and gives teachers opportunities to practice deconstructing standards with support and feedback.

Designing Sound Assessment
Ensure classroom assessment is efficient and produces accurate evidence to make instructional decisions and measure student growth. This nine-course series demonstrates how to create sound assessment items and tasks, as well as how to make wider use of assessment as a teaching and learning tool.

Implementing Evidence-Based Grading
Learn how to implement a systematic approach to grading that is accurate, consistent, efficient, and reliable. This module discusses an evidence-based approach to grading and prompts thoughtful reflection on grading practices.
Using FIP Web Page Resources for School Improvement Planning

Introduction and Overview

Formative Instructional Practices
Online Professional Learning

https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GeorgiaFIP.aspx

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 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 interventions and practice opportunities for educators to accurately use formative instructional practices in districts and schools.

GA FIP online professional learning has four foundational components.
1. Clear Learning Targets
2. Collecting, analyzing and using evidence of student learning
3. Effective Feedback
4. Student Ownership of Learning

FIP Overview Presentation

Formative Instructional Practices (FIP)

- Re-Design
- Teach
- Design
- Teach
- Re-Design
- Teach

Georgia’s Rigorous Curriculum

Milestones
Formative Assessment
Summative Assessment

Formative Assessment/Diagnostic

Re-Design
Teach

Using FIP Web Page Resources for School Improvement Planning

FIP Teacher Brochure

What is Georgia FIP?

Georgia FIP is a standards-based learning opportunity that offers meaningful professional learning experiences to educators and supports school leaders to improve student achievement outcomes.

Overview of Online Learning

The foundation of FIP online learning includes:

- Introducing Formative Instructional Practice
- 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
- Leading Formative Instructional Practices

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

Facilitating Formative Instructional Practices Guide

This guide is designed to help facilitators collaborate and support formative instructional practices. This guide contains materials that correspond to each of the courses, including task lemmas, activities, rubrics, and handouts designed to deepen learning, as well as detailed answers keys and tips for facilitators.

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
- Better assess and evaluate 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 can 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.
Using FIP Web Page Resources for School Improvement Planning

How Does Georgia FIP Align to the Teacher Assessment on Performance Standards (TAPS)?

Georgia FIP is designed to enhance knowledge and use of formative instructional practices through six online learning courses that align to TAPS.

Teacher Assessment on Performance Standards

1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by engaging in advanced learning programs.
   - 1.1 Addresses appropriate curriculum standards and integrates key content elements.
   - 1.2 Facilitates students’ use of higher-level thinking skills in instruction.
   - 1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.
   - 1.4 Demonstrates accurate, deep, and current knowledge of subject matter.
   - 1.5 Exhibits pedagogical skills relevant to the subject area taught and best practice based on current research.
   - 1.6 Based on goals that reflect high expectations for all students and a clear understanding of the curriculum.
   - 1.7 Exhibits 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.
   - 2.1 Analyses and uses student learning data to inform planning.
   - 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 manipulates lesson objectives to state and local school district curricula standards, and student learning needs.
   - 2.6 Designs appropriate course, unit, and daily plans, and is able to adjust plans when needed.

3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the acquisition of key knowledge and skills.
   - 3.1 Engages students in active learning and maximum interest.

FIP to TAPS Crosswalk
Using FIP Web Page Resources for School Improvement Planning

Getting Started with FIP for Teachers

FIP CLASSROOM IMPLEMENTATION IDEAS FOR TEACHERS

For Use With FIP Foundations for Teachers Course Series

This guide is designed to provide suggestions for teachers to try as they begin to implement formative instructional practices in their classrooms. Complete the corresponding FIP online learning courses first. The online courses and activities below are organized by learning progression.

**After completing: Creating and Using Clear Learning Targets.**

**Try This:**
- Identify the standard(s) for one lesson and, deconstruct them to identify: (1) the underpinning targets, and (2) the learning that comes before or after the standard.
- Determine the target type for your selected standard(s).
  (knowledge, reasoning, skill or product)
- Re-write the same targets in student-friendly language.
- Organize these targets into a logical learning progression.
  (laying the base, mastery, going beyond).
- Determine any key academic language that students will need defined for your selected targets.

**After completing: Collecting and Documenting Evidence of Student Learning.**

**Try This:**
- Use the learning targets identified in, Try This for Creating and Using Clear Learning Targets, to determine which assessment types best match your learning targets.
- With these targets, create an assessment blueprint.
- Use your blueprint to create an assessment that will help you collect and document evidence of student learning for this lesson.

**After completing: Using Evidence and Feedback to Increase Learning.**

**Try This:**
- After you collect evidence of your lesson, analyze the results. Which targets have each student mastered?
  For which targets do students need more support and practice? Do you need any additional evidence to inform your decision making?
- Reflect on how you will use this information to adjust instruction or processes.
- Provide individual or group effective feedback to your students based on the information from your assessment.
- Determine how you will provide the opportunity for students to try again in order to continue learning.
Using FIP Web Page Resources for School Improvement Planning

**Leading FIP: Model the Way**

**HOW MIGHT YOU MODEL CLEAR LEARNING TARGETS THROUGH LEADERSHIP?**

- Provide clarity about learning targets in staff meetings, professional development, and other settings.
- Show the difference between learning targets (the what) and learning activities (the how).
- Engage in professional learning along with your teachers—if they are learning how to deconstruct standards, join a team where teachers would benefit from your subject-matter expertise.
- Help teachers set learning goals for their professional growth plans.

**TKE SAMPLE FIP PROFESSIONAL LEARNING GOAL AND PLAN**

**Clear Learning Targets Goal**

I will deepen my understanding of GSE math standards by deconstructing them for our first two units of instruction into explicit learning targets. I'll organize these targets into a logical learning progression and communicate the targets to students in student-friendly language to help them understand what they are responsible for learning.

**Rationale**

My measures assessment data in grade 6 math indicate that even typically high-achieving students did not demonstrate mastery of several grade-level standards. Student feedback indicated that students do not know what it means to achieve the standard until they see the test. With the GSE standards, I am not 100% confident that my units, lessons, and formative assessments align to the rigor, content, and skills called for in the standards. This tells me that I need to deconstruct the standards into explicit targets to make them clear to students, and to make my lesson-based assessments more accurate.

**Provision Professional Learning Activity**

- Complete the following online FIP courses:
  - Creating and Using Clear Learning Targets
  - Creating Clear Learning Targets for Math in Middle School

Using the process and templates found in the courses, deconstruct the math standards for units one and two into learning targets and organize them into a logical progression for learning.

- Share the deconstructed standards/learning progressions with my math team for feedback and refinement.
- Communicate the student-friendly targets to my students.

**Application**

I will use learning targets and learning progressions to plan and reflect on my instruction. I will assess my students on their understanding of the novice targets to determine if I need to adjust my instruction or provide additional support. I will continued...
Using FIP Web Page Resources for School Improvement Planning

PL Hours

FIP Foundations Series for Teachers, Leaders and Coaches

Quick Reference Guide

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<th>Additional FIP Learning Resources Time</th>
<th>Total Time</th>
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<tr>
<td>In a Professional Learning Team (recommended)</td>
<td>10 hours</td>
<td>15-20 hours</td>
<td>25-30 hours (3 PLUs)</td>
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<td>With Friends</td>
<td>10 hours</td>
<td>10-12 hours</td>
<td>15-22 hours (2 PLUs)</td>
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<tr>
<td>On My Own</td>
<td>10 hours</td>
<td>5-7 hours</td>
<td>15-17 hours (1 PLU)</td>
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<th>Additional FIP Learning Resources Time</th>
<th>Total Time</th>
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<tbody>
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<td>6-8 hours</td>
<td>18-20 hours (2 PLUs)</td>
</tr>
<tr>
<td>Option 2: FIP Essentials for Leaders and Coaches Course Series</td>
<td>4 hours</td>
<td>5-6 hours</td>
<td>5-10 hours (1 PLU)</td>
</tr>
</tbody>
</table>
Using FIP Web Page Resources for School Improvement Planning

PL Hours
Reaching Every Student Series

LEARNING OPPORTUNITIES BEYOND FIP FOUNDATIONS

Several Ways to Learn
There are several ways for educators to use the additional courses and resources to deepen their understanding and application of FIP. On your own or with a team, access and use the resources that best meet your professional learning needs.

Reaching Every Student (3 Courses)
Increase learning for all students. These courses provide specific examples of how to use FIP with English language learners, students with disabilities, and gifted students.

<table>
<thead>
<tr>
<th>FIP COURSES</th>
<th>LEARNING RESOURCES</th>
<th>PROFESSIONAL LEARNING TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIP: Reaching English Language Learners</td>
<td>Reaching Every Student Facilitation Guide and Participant Materials</td>
<td>Course Learning Time: 2 hours Collaborative Learning Time: 1.5 hours</td>
</tr>
<tr>
<td>FIP: Reaching Students with Disabilities</td>
<td>Reaching Every Student Facilitation Guide and Participant Materials</td>
<td>Course Learning Time: 2 hours Collaborative Learning Time: 1.5 hours</td>
</tr>
<tr>
<td>FIP: Reaching Gifted Students</td>
<td>Reaching Every Student Facilitation Guide and Participant Materials</td>
<td>Course Learning Time: 2 hours Collaborative Learning Time: 1.5 hours</td>
</tr>
</tbody>
</table>

Total Time for Professional Learning Available: 10.5 hours (10 hours + 1 FLU)
Using FIP Web Page Resources for School Improvement Planning

**LEARNING OPPORTUNITIES FOR EDUCATORS TO GO DEEPER WITH FIP**

**Designing Sound Assessment (DSA) Learning Path**

This learning path or series will help you take a more student-friendly approach to assessment. By providing learning that you can implement in your classrooms and schools today, the modules will enable you and your students to become more efficient at measuring, monitoring and adjusting learning.

**Expected outcomes should enable educators to be able to:**

- Identify the priority learning targets for the current learning period.
- Define progressive levels of mastery of the learning targets.
- Identify the most appropriate evidence for evaluating student achievement on those targets.
- Verify that the evidence you gather, and the criteria that you use to evaluate that evidence, are sound.
- Use each element of sound assessment design (rubrics, master rubrics, assessment blueprints, written response, verbal response, performance assessment, and selected response) as a learning tool in your classroom.

The DSA learning path consists of a series overview and 8 online modules that are organized into three sections:

1. **Clarifying Expectations**
   - DSA: Creating and Using Rubrics
   - DSA: Creating and Using Master Rubrics
   - DSA: Creating and Using Assessment Blueprints

2. **Mastering the Methods of Assessment**
   - Constructed Response Methods:
     - DSA: Creating and Using Written Response Assessment
     - DSA: Creating and Using Selected Response Assessment
   - DSA: Designing and Collecting Sound Assessments

3. **Putting the Pieces Together**
   - Designed and Using Written Response Assessment (2 hours)
   - DSA: Creating and Using Written Response Assessment (2 hours)
   - DSA: Creating and Using Performance Assessment (2 hours)
   - DSA: Creating and Using Selected Response Assessment (2 hours)

**Online Module Learning Time: 16 hrs**

**Several Ways to Learn**

There are several ways for educators to use the DSA learning path. The suggestions below will help educators select a process that will allow them to get the most out of this blended learning experience:

1. **With a Professional Learning Team** (recommended)
2. **With Friends**
3. **On My Own**

The most effective method of implementation has been when districts and/or schools create a community of learners. By leveraging professional learning teams, the school can create a learning environment where teachers, students, principals, and parents share a common language and vision for student learning.

---

**PL Hours**

**Designing Sound Assessments Series**

**WITH A PROFESSIONAL LEARNING TEAM**

**DSA LEARNING RESOURCES**

**USE THESE ADDITIONAL DSA LEARNING RESOURCES:**

**Key Downloads from Modules:**
- Rubric Design Guide and Reflection Protocol (1-2 hours)
- Master Rubric Design Guide and Reflection Protocol (1-2 hours)
- Assessment Blueprint Guide Design Guide and Reflection Protocol (1-2 hours)
- Written Response Design Guide and Reflection Protocol (1-2 hours)
- Verbal Response Design Guide and Reflection Protocol (1-2 hours)
- Performance Assessment Design Guide and Reflection Protocol (1-2 hours)
- Selected Response Design Guide and Reflection Protocol (1-2 hours)
- Pre-Assessment Design Guide and Reflection Protocol (1-2 hours)
- Post-Assessment Design Guide and Reflection Protocol (1-2 hours)

**Expected Actions:**

- Educators should:
  - Start a professional learning team led by a facilitator or coach.
  - Plan a schedule for module completion and team meeting dates.
  - Complete reflection questions and design practice activities in the module.
  - Complete a professional learning team learning path.
  - Use the DSA Facilitation Guide module.
  - Complete the assessment activities to confirm learning and current practices.
  - Make a commitment to move learning forward by setting individual and team goals.

**Additional Learning Time: 10-20 hrs**

**Facilitation Guides:**
- Designing Sound Assessment Series Overview Facilitation Guide (10 minutes)
- Designing Sound Assessment Series Overview Facilitation Guide (30 minutes)
- Designing Sound Assessment Series Overview Facilitation Guide (60 minutes)
- Clarifying Learning Experiences Facilitation Guide (45 minutes)
- Making the Methods of Assessment Facilitation Guide (1 hour)
- Putting It All Together Guide (5 hours)
- Collaborative Learning Time: 16 hrs, 36 mins
Maintaining Record of FIP Course Completion Hours
Technology Resources
FIP IT Requirements
How can FIP resources support improvement planning?
Observations of Use of Formative Processes from GSAPS Data

• During the 2019-2020 school year:

• 50 GSAPS conducted at federally-designated schools or by school/district request

• Coherent Instruction Structure 3: Use of a balanced blend of formative and summative assessments

• Of the 50 GSAPS
  • 1 school was rated Operational (2%)
  • 3 schools were rated Not-Evident (6%)
  • 46 schools were rated as Emerging (92%).

• Of the 50 GSAPS, SDE teams recommended a target action to specifically address appropriate use of formative processes to improve instruction in 25/50 (50%) GSAPS reviews.
### Leveraging Use of FIP in a SIP

#### Which District Strategic Goal Area is Being Addressed: High academic achievement for all.

<table>
<thead>
<tr>
<th>School's Priority: (Given the goals identified, what problem needs to be addressed to achieve these goals?)</th>
<th>Desired Outcome: (What will be different if you are successful in addressing this priority?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement rigorous curriculum through the use of evidence based instructional strategies in math in order to increase performance in the developing, proficient, and distinguished categories by 15%</td>
<td>Student level of proficiency will increase in the on-grade level, distinguished and proficient categories. Teachers will have clear learning targets and students learning experiences will align with their individualized needs. As a result, students will be able to articulate learning goals and effective learning paths will be designed by teachers to meet the needs of the students.</td>
</tr>
</tbody>
</table>

#### Root Cause(s) to Address Hypothesis of Priority: (What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)

Students lack the foundational and readiness skills needed to perform on grade level. Teachers need additional support to provide instruction that changes the learning trajectory of students.
<table>
<thead>
<tr>
<th>Critical Action to Address Root Cause &amp; Achieve Desired Outcome</th>
<th>Person Completing Action</th>
<th>Timeline</th>
<th>Resources Needed / Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will create weekly common assessments based on the standards that are outlined in the district’s pacing guide on RUBICON. <strong>FIP Consideration:</strong> It’s great that your plan’s Desired Outcome addresses the GSAPS system for Coherent Instruction and use of learning targets. To support work efforts to achieve the stated desired outcomes, I’d like to suggest Formative Instructional Practice (FIP) Online Learning for teachers and leaders. Specifically, FIP course 001 explains why and how appropriate use of formative instructional practices improves teaching and student learning. FIP course 002 shows teachers how to break a standard apart and communicate clear learning targets so students can know what they are responsible for learning. FIP course 003 teaches how to collect and document evidence of student learning based on the four different kinds of learning targets. FIP 004 shows how to use lesson-based formative assessment results to give feedback to students so they can improve. FIP 005 helps teachers learn how to facilitate student ownership of learning. The FIP flyer at the link below shares more information about FIP Courses. FIP professional learning is at no cost to GA districts/schools. <strong>FIP Consideration:</strong> Leaders take courses ahead of teachers to prepare to lead FIP Teachers take courses <strong>FIP Consideration:</strong> TBD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers in grades 4-8 will complete weekly assessments. Data analysis will be facilitated by the Instructional Coach. By January 11, all teachers will have tests created in performance matters for the remaining month of January. By January 18, teachers will begin tracking student performance on standards on the district pacing guide. Rubicon, district pacing guides, weekly assessments, target student charts. <strong>FIP Consideration:</strong> School-unique FIP Access Code; Timeline to enroll/complete each course; Format and schedule for PLC mtgs. &amp; Embedded Classroom Practice Time with Peer Feedback prior to observations &amp; feedback from leaders</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

- Locating_FIP_Codes_in_GaDOE_Portal_Account.pdf
- GettingStarted_FIP_Districts2021.pdf (gadoe.org)

Here is the web page: www.gadoe.org/GeorgiaFIP Let me know if you’d like more information on FIP.
## Critical Action to Address Root Cause & Achieve Desired Outcome

<table>
<thead>
<tr>
<th>Person Completing Action</th>
<th>Timeline</th>
<th>Resources Needed / Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will utilize scheduled computer lab times with fidelity.</td>
<td>Classroom Teachers, Instructional Coaches, Administration</td>
<td>January 7</td>
</tr>
<tr>
<td>Professional learning library will be created in one drive of recorded lessons. Teachers will provide targeted feedback to their peers.</td>
<td>Classroom Teachers Instructional Coaches</td>
<td>January 17</td>
</tr>
</tbody>
</table>

**FIP Consideration:**

Include FIP to TAPS Crosswalk and Sample Teacher Professional Learning Growth Goal as library resources


[https://www.gadoe.org/Curriculum/Instruction-and-Assessment/Assessment/Documents/FIP/FIP_Sample Teacher PLG Tool 2.pdf](https://www.gadoe.org/Curriculum/Instruction-and-Assessment/Assessment/Documents/FIP/FIP_Sample Teacher PLG Tool 2.pdf)
### PROGRESS INDICATORS

**Evidence to Determine Progress Toward Achieving Desired Outcome**

| Teachers will implement schoolwide interventions
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>FIP Consideration:</strong> Teachers will be able to write one math lesson plan that shows a standard deconstructed, ordered into the learning progression with learning target/goal for the lesson identified.</td>
</tr>
<tr>
<td>1. Teachers will be able to plan lessons with an appropriate formative assessment and use resulting information to address students’ misconceptions or offer acceleration.</td>
</tr>
<tr>
<td>3. Students will be able to articulate learning goals. Student work samples will show how well students have learned. Students will be able to state if they met their learning goal or not, and what they need to do next for learning.</td>
</tr>
</tbody>
</table>

**Suggested Resource:** [https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/FIP/Getting_Started_with_FIP_Teachers.pdf](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/FIP/Getting_Started_with_FIP_Teachers.pdf)

| All teachers will have daily agenda and current instructional framework posted daily
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIP Consideration:</strong> Learning targets/goals from deconstructed standards and learning progressions will be shown to students so they will know what they are responsible for learning. Examples of math tasks will be provided to students as a guide to show the continuum of growth from novice to mastery learning.</td>
</tr>
</tbody>
</table>

| Teachers will begin conferencing with students regarding performance on iReady and math intervention activities and as weekly common assessments are shared
| --- |
| **FIP Consideration:** In addition to iReady and common assessment data, student work samples will show progress over time in meeting math learning targets. Teachers will be able to model for students how to use a self-assessment rubric to include students’ perspectives in conferences. Consider FIP Course FP41051: Creating and Using Rubrics: [https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/FIP/FIP%20PLUs%20for%20DSA.pdf](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/FIP/FIP%20PLUs%20for%20DSA.pdf)

| Potential Adjustments
| --- |
| Targeted feedback will be provided by administration and instructional coaches

**FIP Consideration:** Feedback on use of identified FIP processes will be obtained from students, from teacher-to-teacher observations, from instructional coaches and/or the principal. Based on feedback, use of the identified FIP practices may need to be refined through more classroom-based practice OR another FIP process may be added for use with students. This decision will depend on the review of information collected as evidence of student learning. The grade-level and/or leaders will make this decision after reviewing evidence of learning from student work and formative assessment.

**FIP Consideration:** Time is needed for teachers to plan how they will model and explain learning targets to students. Time needs to be given to students to practice explaining what they are responsible for learning and how they will know when they have met a learning target.

**FIP Consideration:** Teachers will conduct conferences with students where goals are crafted and targets are collectively set. Teachers will have “data” talks with students to encourage them to be responsible for their own learning and reaching instructional goals.

**FIP Consideration:** Teachers will need time to learn and develop more tools to assist students in becoming responsible for their learning via FIP course 005.

Teachers will need to scaffold students using sentence stems to enable students to talk about their learning; “I used to think, but now I ______.”
### PROGRESS INDICATORS

<table>
<thead>
<tr>
<th>Evidence to Determine Progress Toward Achieving Desired Outcome</th>
<th>Potential Adjustments</th>
</tr>
</thead>
</table>
| During collaborative planning instructional coaches will use recorded videos to spearhead peer feedback among teachers | Teachers will collaboratively suggest next steps using TKES instrument. (2 glows and 2 grows). A T-Chart will be used to script the lesson and note what students are doing and what teacher is doing.  
**FIP Consideration:** Discuss how well students learned, based on their work samples in comparison to what the teacher taught. Determine where and how teaching should change to address students’ misconceptions. Create the steps/plan to move student learning forward. |
|  

**FIP Consideration:** Collect and use student work samples during collaborative planning that resulted from the teaching focus in the video. |
| Students will be able to articulate learning goals and targets as indicated on strengths and weaknesses on weekly common assessments | Student will track data in individual data binders. |
| To promote self-directed learning, students will track their own progress on a data chart posted in the room then secure needs-based activities from a standards box. | Standards based on students’ data needs.  
**FIP Consideration:** Build in time for teachers to learn and practice more tools to assist students in becoming responsible for their learning via FIP course 005. Teachers will need to model for students how to examine and talk about their work.  
Students will need time to learn how to develop ownership of learning and practice talking about their learning with peers and the teacher. |

**FIP Consideration:** Teachers will create and model for students “how to use rubrics” for self-assessment. Teachers will gain professional knowledge and skills on use of rubrics from enrolling in and completing FIP Courses FP003 and FP41051. See FIP Course titles here:  
Students will be able to use rubrics to self-assess how well they’re progressing for the identified learning target/goal at the end of each lesson: “Novice,” “Intermediate,” or “Mastery.” Students will be able to discuss their self-assessment results and work during teacher conferences, with peers and their parents/guardians.
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
- Periodically

**Summative**
- District's Testing Window

Thinking about using FIP Online Professional Learning for improvement planning?
Options for Implementing FIP

• Independent PL for knowledge-building and refinement of practice

• Targeted PL for a specific school or group of schools

• Transformative PL for district or school
Using Georgia FIP Web Page Resources to Support Improvement Planning

FIP Webinar 2: Reflection Guide

1. Review the data set that provides evidence for your improvement plan in the GSCi area for Coherent instruction. Would using Formative Instructional Practices (FIP) Online Professional Learning benefit your improvement work? Where and how?

2. Are there any improvement initiatives that you are currently engaged in that are not developing educators’ capacities to improve student learning outcomes as you anticipated? Do you have data to support this? Do the data warrant that other considerations are needed or not?

3. Are there any improvement initiatives that could be identified for selective abandonment so that FIP could be considered and used?

4. Is additional information needed to decide if FIP could assist your improvement efforts? If so, what information is needed and whose assistance would be helpful?

Note: For more information or assistance with FIP Online Professional Learning, contact Kell Harris-Wright, GaDOE at kharris-wright@doe.k12.ga.us

Download:

FIP Webinar 2 Reflection Guide
Questions

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