REIMAGINING EDUCATION DURING COVID-19 and BEYOND

Need to Move Instruction Forward? Use FIP

2020 Fall Virtual Instructional Leadership Conference
October 6-7, 2020

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Session Logistics

• **Handouts:** Session handouts are available for download in the handouts section on your screen and at [www.gadoe.org/sdeevents](http://www.gadoe.org/sdeevents)

• **Questions:** Use the question box to type questions or comments throughout the presentation

• **Feedback:** We ask all participants complete the pop-up feedback survey after the close of the session

• **Recording:** A link to the session recording and certificate of attendance will be emailed in 24-hours

• **On Demand:** All sessions will be available on-demand following the conference on the [SDE Events and Conference webpage](http://www.gadoe.org/sdeevents)
Session Goals

• Define Formative Instructional Practices (FIP) Online Professional Learning and how it directly supports Georgia’s System of Continuous Improvement – Coherent Instruction

• Share course content options for FIP

• Provide direct examples of the type of content and processes available through the online courses for leaders and teachers

• Share how to access FIP and implementation options

• Share FIP survey results and anecdotal comments from Georgia educators on the 2019-2020 FIP Feedback Survey

• Watch a short video that shows how learning to use FIP processes contribute to professional growth that results in higher learning outcomes for students

• Respond to questions
FIP Defined

School-District Effectiveness Relationship

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

“The main job of leaders is to improve the performance of those they lead.” Dylan Wiliam
Source: Leadership for Teacher Learning: Creating a Culture where all Teachers Improve so That All Students Succeed
Formative Instructional Practices Defined

*It is not the instrument that is formative; it is the use of the information gathered.*

*Formative Instructional Practices (FIP)* are **intentional behaviors** that **teachers and students learn to use** to make decisions about learning. FIP processes include the formal and informal ways that teachers and students gather and respond to evidence of student learning.

Georgia FIP is a comprehensive and blended model of professional learning that develops educators’ knowledge and use of the practices. All course content is at the Tier I level of evidenced-based practice. FIP online courses include opportunities for educators to practice FIP skills and self-assess their learning journey to ensure a more accurate implementation in districts and schools.

GA FIP online professional learning courses have four foundational components.

1. Using Clear Learning Targets
2. Collecting, analyzing and using evidence of student learning
3. Developing and Using Effective Feedback
4. Fostering Student Ownership of Learning
Why Consider FIP for SDE?

Five systems of GSCI:

**Coherent Instruction:** Districts and schools must have an established shared instructional guidance system (Particularly GSAPS 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
FIP Directly Supports Coherent Instruction
What is the purpose of the assessment and how will the results be used?

**Instructional**
Tell me how well students are learning each day and where and how to change teaching to close gaps or accelerate learning?

- **GA FIP PL**

**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?

- **GA Milestones Assessment System**

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FIP Course Content
FIP Series and Courses
(Download All Courses Handout)

Foundations for Understanding FIP (5 sequential core courses)
Leading and Coaching FIP (1 course)
Creating Clear Learning Targets (6 courses)
Reaching Every Student (3 courses)
Designing Sound Assessments (10 courses)
Foundation (Core) Courses: Formative Instructional Practices

1. Introducing Formative Instructional Practices (FIP001)
   - 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 (FIP002)
   - 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
Foundation (Core) Courses: Formative Instructional Practices

3. Collecting and Documenting Evidence of Student Learning (FIP003)
   - Know how to collect accurate formative evidence of student learning
   - Know how to document formative evidence of student learning

4. Using Evidence and Feedback to Increase Learning (FIP004)
   - 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 (FIP005)

- 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
Leadership Course: Formative Instructional Practices


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

Target audience: District and school leaders, facilitators and coaches
Additional Course Series: Creating Clear Learning Targets and Reaching Every Student

Clear Learning Targets
• Creating Clear Learning Targets for ELA in Elementary School (FP1008)
• Creating Clear Learning Targets for ELA in Middle School (FP1009)
• Creating Clear Learning Targets for ELA in High School (FP1010)
• Creating Clear Learning Targets for Math in Elementary School (FP1011)
• Creating Clear Learning Targets for Math in Middle School (FP1012)
• Creating Clear Learning Targets for Math in High School (FP1013)
• Non-Core: Creating Clear Learning Targets in Physical Education (FP1020)

Reaching Every Student Courses
• Formative Instructional Practices: Reaching English Language Learners (FP1080)
• Formative Instructional Practices: Reaching Gifted Students (FP1081)
• Formative Instructional Practices: Reaching Students with Disabilities (FP1082)
Even More FIP Courses…

*Designing Sound Assessment Series*

- Designing Sound Assessments Overview (FP41050)
- Creating and Using Rubrics (FP41051)
- Creating and Using Master Rubrics (FP41052)
- Creating and Using Assessment Blueprints (FP41053)
- Creating and Using Written Response Assessments (FP41054)
- Creating and Using Verbal Response Assessments (FP41055)
- Creating and Using Performance Assessments (FP41056)
- Creating and Using Selected Response Assessments (FP41057)
- Designing and Critiquing Sound Assessments: Putting it all Together (FP41058)
- Implementing Evidenced-Based Grading (FP41060)
Direct Examples

FIP Content & Resources
Teachers, schools, and school systems face unprecedented challenges in schools 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.”


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.

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?
Learning progression begins with academic vocabulary.

Assess student learning at each progression to identify any gaps in understanding and provide revision opportunities as needed.

Advance learning when indicated.

FIP Shows Educators How to Create Learning Targets from Standards Students can Know what they are Responsible for Learning

**Standard ELAGSE6RI8**: 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. **K**
- 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 003 Course Content Helps Teachers Gather the Right Information about Student Learning the Right Way

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

STUDENTS DISCUSS LEARNING TARGETS

Video Transcript

Student 1:
We have “I can,” and if you say you try to accomplish those, because it says “I can,” so you accomplish those in class.

Student 2:
We’ve had them so when we’re doing something new or if we’re reviewing, we remember what it’s about. And we remember, like, if we’re doing something new and we forget about it, we don’t have to ask the teachers if they’re working with another student. So they’re up there just to help us.

Student 1:
She gives examples before we have to do it. She doesn’t just write it down, then not give any examples.

Student 3:
The learning targets are there so we know what to do. And sometimes we know what to do next.

Student 4:
They help us by telling us what we should learn by the end of the day.

Student 2:
It just makes me more confident that I’m knowing what I’m doing, instead of, kind of clueless about it.
Example from Creating Clear Learning Targets HS Mathematics Course

Formative Instructional Practices
Clear Learning Targets: Mathematics

<table>
<thead>
<tr>
<th>STU-DENT-\FRIENDLY LEARNING TARGETS—HIGH SCHOOL GEOMETRY, SIMILARITY, RIGHT TRIANGLES AND TRIGONOMETRY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade: HS</td>
</tr>
<tr>
<td>Conceptual Category: Geometry</td>
</tr>
<tr>
<td>Standard 5: Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.</td>
</tr>
</tbody>
</table>

Student-Friendly Learning Targets

<table>
<thead>
<tr>
<th></th>
<th>Instructional Tiering</th>
<th>How might you assess?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand the definitions of similarity, right triangles, and trigonometry.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can apply knowledge of right triangles to solve problems.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can connect knowledge of congruence and similarity to figures on the coordinate plane.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can use transformations to prove congruence and similarity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can analyze the components of geometric figures.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can apply the congruence and similarity criteria to solve problems.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can use congruence and similarity theorems to solve problems.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know the theorems involved with proving congruence and similarity among triangles.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can explain the relationships among geometric shapes by examining their attributes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I understand the meaning of similarity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I understand the definition of similarity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know properties regarding angle measure in two-dimensional geometric figures.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can use proportional reasoning to determine missing sides and missing angles.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Consider:
- What order would you teach these targets to students? In other words, what is the best learning progression? How would you group the learning targets for instruction?
- How would you formatively and summatively assess mastery of these targets?
A rubric provides plain language descriptions of progressive levels of proficiency from novice to mastery on one or more learning expectations.
Consider this…

Formative Teacher-planned Activity and Student Task for this Standard:

We have been learning about the use of text evidence to support a claim.

After reading the article about the importance of bicycle safety, identify and support with text evidence, three rules you should consider as you prepare to go bike riding.

In your response:
• List three safety rules
• Explain the importance of each rule
• Quote from the text to support each rule

ELAGSE3RI3: Determine the main idea of a text; recount details and explain how they support the main idea.
## Task-specific Rubric
(custom-fit rubric for one specific prompt, problem or task)

<table>
<thead>
<tr>
<th>Prompts</th>
<th>3 or Mastery</th>
<th>2 or Intermediate</th>
<th>1 or Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify three safety rules when bike riding</td>
<td>Cited three rules from text. Acceptable answers:</td>
<td>Cited two acceptable rules from text.</td>
<td>Cited one acceptable rule from text.</td>
</tr>
<tr>
<td></td>
<td>~Wear proper fitting helmet</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>~Wear safe clothing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>~Understand traffic rules</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>~Understand proper hand signals</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>~Conduct regular maintenance on your bike</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Explanations for the importance of each rule is listed.</td>
<td>Explanations for the importance of two rules is listed.</td>
<td>Explanations for the importance of one rule is presented.</td>
</tr>
<tr>
<td></td>
<td>Example: Helmets protect the head from brain injury</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use a quote from the text to support the importance of each rule.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>An accurate quote is provided to support each of the three rules listed.</td>
<td>Two accurate quotes are listed to support both rules.</td>
<td>One appropriate quote is listed for the rule presented.</td>
</tr>
<tr>
<td></td>
<td>Example: Helmets</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>“Many bike accidents involve a head injury, so a crash could mean permanent</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>brain damage or death for someone who doesn’t wear one while riding.”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Richard Woods, Georgia’s School Superintendent | Georgia Department of Education | Educating Georgia’s Future**
## General Rubric
(tailored for a set of learning expectations that are not related to a specific task or prompt and can be used repeatedly for similar learning goals)

<table>
<thead>
<tr>
<th>Learning Target</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use relevant, text-based evidence to support a claim</td>
<td>Uses relevant, text-based evidence. This means:</td>
<td></td>
<td>Uses relevant, text-based evidence, but:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>~States evidence directly related to the claim made</td>
<td></td>
<td>~Student’s connections of the claim to the evidence are missing or</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>~Comments about the evidence show how it supports the claim - why it’s important</td>
<td></td>
<td>misinterpreted-doesn’t know why it’s important</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>~Uses quotations to support claim and doesn’t just restate it</td>
<td></td>
<td>~OR uses quotations to restate the claim.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>~Uses prior knowledge or opinion to support claim</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>~OR uses text-based evidence that does not relate to the claim</td>
</tr>
</tbody>
</table>
### Example of Holistic Rubric
(overall judgement of a simple learning expectation using a blended description of traits at each performance level)

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>Performance Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery</td>
<td>Dribbles fluidly with both hands, using finger pads. Keeps the height of the ball at waist or below. Looks up when dribbling. Maintains control of the ball when switching hands.</td>
</tr>
<tr>
<td>Intermediate</td>
<td>Dribbles fluidly with dominant hand, using finger pads. Tends to dribble the ball above waist level. Can look up when dribbling but struggles to maintain other skills. May lose control of the ball when switching hands.</td>
</tr>
<tr>
<td>Novice</td>
<td>Dribbles with entire hand. Dribbles the ball too high or too low from waist. Tends to bounce the ball only a couple of times before losing control of it.</td>
</tr>
</tbody>
</table>
### Analytic Rubric – Ball Handling Skills

(judge more than one aspect of learning and identifies strengths and gaps)

**GSEPE3.1K: Motor Skills and Movement Patterns – Manipulative Skills**

<table>
<thead>
<tr>
<th>Learning Target</th>
<th>5 Mastery</th>
<th>4 Intermediate</th>
<th>2</th>
<th>1 Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use finger pads when dribbling</td>
<td>Dribbles fluidly with both hands using finger pads</td>
<td>Dribbles fluidly with dominant hand using finger pads</td>
<td>Dribbles with entire hand</td>
<td></td>
</tr>
<tr>
<td>Dribble the ball at waist height or below</td>
<td>Keeps the height of the ball at waist level or below</td>
<td>Tends to dribble the ball above the waist</td>
<td>Dribble the ball way to high or too low</td>
<td></td>
</tr>
<tr>
<td>Dribble ball w/o watching hands</td>
<td>Looks up when dribbling</td>
<td>Can look up when dribbling but struggles to maintain other skills</td>
<td>Looks down when dribbling</td>
<td></td>
</tr>
<tr>
<td>Maintain ball control when dribbling with either hand</td>
<td>Maintains control of the ball when switching hands</td>
<td>Maintains ball control when dribbling with dominant hand, but may lose control of the ball when switching hands</td>
<td>Tends to bounce the ball only a couple of times before losing control of it</td>
<td></td>
</tr>
</tbody>
</table>
Scenario to Ponder:
How could FIP help the teacher help this student?

Excerpt from Fox 5 TV News Story (7-21-2020)

Context:
News story about reopening school in Georgia with distance learning versus in-class learning including interviews with parents and students

Direct quote from student’s comment:
“I learn better when I’m in a classroom with the teacher. It’s hard to understand a math problem on a PowerPoint slide. I only find out what I messed up when I get a 74 on my test.”
Reaching Students with Disabilities (FP1082) (sample course content)
### Sample FIP Course Content

**Reaching Students with Disabilities (FP1082)**

#### How to Create and Share Clear Learning Targets

**Step 4:** Share the learning targets by identifying options for learners with disabilities so they have a clear understanding of the intended learning.

This final step is one that is often overlooked—but creating learning targets is not enough. You must also consider how to best share the learning targets to help each student know where he or she is going in his or her learning. Sharing learning targets also enables students to monitor their own progress (to know where they are in their learning) and to understand how to close their own gaps to meet the target.

Consider for a moment how you can apply the UDL framework to your own thinking about creating options that increase opportunities for your students with disabilities to understand and use learning targets.

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### Internal Resources

**Task Analysis for the Learning Target**

Make a purchase decision based on a set amount of money available.

This is just one example of a task analysis that one teacher created for a student. You can create task analyses for the same task that may vary greatly depending on the needs of the student.

- Independently locate cafeteria
- Wait in line
- Select item
- Locate price of item
- Read price of the item
- Round up price of item he wants
- Compare rounded-up price to amount he has
- Decide yes/no “Can I afford?”
- Proceed to cashier
- Great cashier
- Use appropriate number of bills from wallet to pay for the item
- Pay cashier
- Accept item and change
- Exit cafeteria

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**Additional Resources**

Course Facilitator’s Guides for PLC Leaders

FACILITATION AGENDA

NAME: Creating and Using Clear Learning Targets
TOTAL TIME: 2.5 – 3.5 hours

LEARNING TARGETS:
- Understand the benefits of clear learning targets
- Know how to deconstruct complex standards
- Know how to convert learning targets into questions
- Know strategies for sharing learning targets with grades and subjects

Section 1: Confirming Our Learning
Activity 1: What Leaders, Teachers, Coaches, and Students Might Say About Clear Learning Targets
Purpose: The purpose of this activity is to clarify common educator misconceptions or pitfalls. Engage what educators and students might say.
Time: 30 minutes

Activity 2: Critiquing Deconstructed “Standards”
Purpose: The purpose of this activity is to ensure that teachers understand how to classify learning targets. This includes how to determine the ultimate target type of a standard and its underlying concept.
Time: 15 – 30 minutes

Activity 3: Sharing and Ensuring Students Understand Learning Targets
Purpose: The purpose of this activity is to verify that the key to sharing learning targets is making sure teachers understand them.
Time: 15 – 30 minutes

Section 2: Confirming Our Practice
Activity 1: Assessing Our Practice of Deconstructing a Standard
Purpose: The purpose of this activity is for teachers to self-assess where they are with their current standards.
Time: 20 minutes

Activity 2: Assessing Our Practice of Creating Student-Friendly Learning Targets
Purpose: This activity is for teachers to self-assess where they are with the student-friendly learning targets.
Time: 30 minutes

Section 3: Confirming Our Commitment
Activity 1: Setting Goals for Learning Targets
Purpose: This activity is the lead to establish some specific and challenging goals around the creation and use of learning targets.
Time: 20 minutes

Activity 2: What Comes Next in Our Learning?
Purpose: This activity is to preview the online learning in Collecting and Documenting Evidence of Student Learning.
Time: 15 minutes

Prior to Facilitating Discussion about Clear Learning Targets

The following checklist can help you plan for a successful meeting about Creating and Using Clear Learning Targets.

READY TO GO

NEED TO DO THIS

☐ Ensure that all teachers have access to the Creating and Using Clear Learning Targets online learning.
☐ Ensure that all teachers have completed the online learning.
☐ Review Clear Learning Targets online learning. This includes reviewing reflection questions and videos that might be incorporated into the meeting.
☐ Review the facilitation materials.
☐ Determine agenda(s) based on the available time you have to meet. You may need to adjust the provided agenda based on the time available to you.
☐ Notify teachers of the meeting time and place. Remind them to bring any notes they recorded when they completed Creating and Using Clear Learning Targets. This includes the standard that they deconstructed and scaffolded into student-friendly learning targets.

One week before the scheduled meetings(s), send copies of the agenda to colleagues.
Make copies of resources as needed.
Review Collecting and Documenting Evidence of Student Learning to help you preview what’s next with teachers (Section III of agenda).
Arrange internet access if you plan to refer to any pages in the online learning.
Sharing and Ensuring Students Understand Learning Targets

**DIRECTIONS:** Pick a partner, and read two scenarios each. Discuss the following with your partner:

- How does the teacher or team ensure that students understand the learning targets?
- Could any of the scenarios work in your classroom? Which ones? Why?

**Scenario 1: Mr. Quinn's Pretend**

In Mr. Quinn's classroom the learning targets are posted on the bulletin board. He starts each week by pointing to the chart of targets and reminding students which specific targets they are currently working to master.

As he begins a new unit of instruction, Mr. Quinn creates a pretext that lists the learning targets at the start of each section of the assessment. In other words, the pretext is organized so that each learning target is the header to a section of questions, that way, the students always know how the assessment questions are aligned to the learning targets.

Mr. Quinn uses this pretext to gather data by individual student for EACH target on the assessment. He uses this information to differentiate the process, products, and content throughout the unit of instruction.

Students in his classroom maintain a portfolio with a list of learning targets—a mirror image of the learning targets posted on Mr. Quinn's bulletin board. Students keep their pretext results in their portfolios and gather evidence that they are mastering the targets and are ready for the summative assessment.

**How does Mr. Quinn ensure that students understand the learning targets?**

Scenario 3: Ms. Kennedy's Writing Lesson

Every Monday, Ms. Kennedy poses a writing prompt to her students. Together, Ms. Kennedy and her students review the prompt as well as the rubric that clarifies all of the criteria needed to produce a high-quality piece of writing.

However, even before her students begin brainstorming their own topics, Ms. Kennedy shares anonymous examples from students who wrote on the same prompt. She is purposeful in choosing examples of both strong and weak work. This way, when students review the anonymous examples using the rubric, they are able to determine what qualities make the example strong or weak work.

If it is a new prompt, Ms. Kennedy usually opts to write on the topic herself and let her students critique her work. She has found that students love to critique the work of their teacher.

After students write their first drafts, Ms. Kennedy's students critique their own papers using the rubric. Using the rubric categories, students identify the feedback they need from Ms. Kennedy to improve their writing. Around the room, Ms. Kennedy hangs sign-up sheets for each category of the rubric. Students sign up for a conference with Ms. Kennedy based on the feedback they need. By using this process, students can conference with Ms. Kennedy about one aspect of quality at a time, and she only gives feedback about the category of the student's choosing. Because the rubric brings clarity to the learning, Ms. Kennedy is able to easily provide descriptive feedback to her students.

**How does Ms. Kennedy ensure that students understand the learning targets?**
Accessing FIP (not available through the SLDS)
Accessing GA FIP Online Learning
https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GeorgiaFIP.aspx

K-12 public school educators, charter schools, the Department of Juvenile Justice schools and Teacher Preparation Programs can access the online courses at the GaDOE website. Obtain your school-unique access code and use your work email address to create a FIP individual online learning account.

Obtain either the “learner” or “administrative” FIP access code from the district-level Test Director. Access codes are in the Test Director’s GaDOE Portal Account.

Download the handout on FIP courses and obtaining role-based access codes.
First Time Users Need to Create an Individual Online Learning Account

Log in

Georgia Formative Instructional Practices (FIP) is a professional 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

kharris-whig@k12ga.us

Password

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Login

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.
Landing Page for FIP Account and Course Catalog
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

- Videos
  - Videos include scenarios and examples of what formative instructional practices look and sound like in action.
    - FIP Your School Success Park Preschool
    - The Formative Classroom
    - Storyline: Wigginsville
    - 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
    - Say, Yes! Lessons Learned

- Professional Learning Team Resources
  - Use these materials with your professional learning team to turn learning into action.
    - Facilitation Guide
    - Participant Handouts
# Options to Implement FIP

<table>
<thead>
<tr>
<th>Independent professional learning</th>
<th>Schoolwide professional learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade level or departmental professional learning</td>
<td>District-led professional learning</td>
</tr>
<tr>
<td>Vertical alignment of elementary, middle and high schools engaged in professional learning</td>
<td>RESA-led professional learning</td>
</tr>
<tr>
<td>Leaders engaged in professional learning</td>
<td>Coaches professional learning</td>
</tr>
</tbody>
</table>
Educator Feedback about FIP FY’20 Online Survey

Survey Results: https://www.surveymonkey.com/results/SM-T6CQWFHQ7/
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 GA FIP professional learning OR check ALL GA 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 GA FIP professional learning?
Q2 Please select one answer choice below that best describes your role as an educator.

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prekindergarten Teacher</td>
<td>1.64%</td>
</tr>
<tr>
<td>Elementary Teacher</td>
<td>23.77%</td>
</tr>
<tr>
<td>Middle School Teacher</td>
<td>15.85%</td>
</tr>
<tr>
<td>High School Teacher</td>
<td>26.78%</td>
</tr>
<tr>
<td>Special Education Teacher</td>
<td>15.03%</td>
</tr>
<tr>
<td>Special Area Teacher (Title I, Intervention, CTAE, Gifted, Visual Art, Music, Physical Education, Technology, etc.)</td>
<td>8.47%</td>
</tr>
<tr>
<td>Instructional Coach or Teacher-Leader</td>
<td>1.37%</td>
</tr>
<tr>
<td>Principal</td>
<td>0.27%</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>0.27%</td>
</tr>
<tr>
<td>District-level Leader for Curriculum and Instruction</td>
<td>0.00%</td>
</tr>
<tr>
<td>District-level Leader for Professional Learning</td>
<td>0.00%</td>
</tr>
<tr>
<td>Other District-level Leader</td>
<td>0.00%</td>
</tr>
<tr>
<td>RESA Staff</td>
<td>6.56%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>366</strong></td>
</tr>
</tbody>
</table>

Comments: Support Teacher and Dual Language Emersion Teacher
Q5 Please rate your perception of the usefulness of the content in Georgia FIP to your classroom work with students.

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly useful to my class...</td>
<td>60.93%</td>
</tr>
<tr>
<td>Moderately useful to my...</td>
<td>24.97%</td>
</tr>
<tr>
<td>Not useful to my classroom...</td>
<td>2.19%</td>
</tr>
<tr>
<td>Not applicable because I do not work directly with students in the classroom.</td>
<td>1.91%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>366</td>
</tr>
</tbody>
</table>
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. I like the idea of providing rubrics as a resource. With a rubric both the student and their parent have clear expectations which allows them to be able to ask clarifying questions on the front end.

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

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

3. 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.

4. 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.
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 and students are beginning to assist other students in better.

3. Georgia FIP really helped me improve my lesson plans.

4. Creating assessment blueprints

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.

7. FIP helped me think very differently about how I teach my interrelated students.

Survey Results: https://www.surveymonkey.com/results/SM-T6CQWFHQ7/
Video of FIP in Action in a Classroom
(Note: Video will not play while viewing a Go to Webinar recording. Use the link below to access it.)

https://www.youtube.com/watch?v=g05doxtA5So
Webinar Series for Federally Identified Schools
Formative Instructional Practices Online Professional Learning (FIP)
Presenter: Kelli Harms-Wright, Assessment Specialist – kmwright@gadoe.org

1. Formative Instructional Practices (FIP) Professional Learning: How Federally Designated Schools Can Improve
   This webinar session will share with leaders the revised Formative Instructional Practices (FIP) Online Professional Learning platform. FIP offers 25 courses that focus on four major Tier 1 evidence-based practice areas that lead to greater student achievement when used well: 1) Creating and Using Clear Learning Targets, 2) Collecting and Using Evidence of Student Learning, 3) Understanding and Using Effective Feedback with Students, and 4) Facilitating Student Ownership of Learning. Access to FIP courses and navigation on the platform will be demonstrated. A link to access a video that shows FIP in Action in a classroom is provided along with a video-viewing Reflection/Questions guide.

2. Using GA FIP Webpage Resources to Support Improvement Planning
   This webinar session will acquaint school leaders with the resources that are available for use to support a plan for implementing Formative Instructional Practices Online Professional Learning in a school or district. Highlights include a ready-to-use introductory presentation, support files for districts and teachers on first steps for FIP, the alignment of FIP Foundations Courses to TAPS and LAPs, and sample professional growth plans for leaders and teachers that use FIP courses.

3. Using FIP Courses to Design Better Classroom-based Formative Assessments
   This webinar session will preview key content that is available in the Designing Sound Assessment series of FIP courses. Information with direct course examples will be shared to help leaders see how targeted and efficient teaching, learning and lesson-based assessments can become when the right kinds of formative practices are used to accurately document evidence of student learning. Three areas will be highlighted: (1) Clarifying Teaching and Assessment Expectations (2) Mastering Methods of Assessment, and (3) Putting the Pieces Together: Designing and Critiquing Sound Assessments.

4. Creating Optimal Opportunities to Lead FIP Professional Learning
   This webinar will share key points from the book resource, Leadership for Teacher Learning by Dylan Wiliam. Discussion topics will be applied to FIP so that leaders can consider a plan for using FIP in ways that can be most supportive for teachers. A resource on how to use instructional rounds to support use of new practices will be provided.

5. Leading Teachers to Help Students Revise their Thinking Using Formative Assessment
   The primary purpose of classroom-based formative assessment is to use the results to help students revise their thinking. This webinar will provide leaders with considerations to reflect upon during instructional Awareness Walks when students exhibit misconceptions in their understanding. Key and actionable suggestions will be provided to leaders to share with teachers so teachers can help students revise their thinking and work more accurately toward mastery.

6. Organizing to Help Teachers Facilitate Student Ownership of Learning
   Helping students develop ownership for their learning is one of the four pillars of FIP. Often, teachers need assistance to think about foundational skills that need to be taught before grouping students to work as pairs to support their own and others’ learning. This webinar will identify several foundational skills that leaders can use to support teacher capacity to plan for student ownership of learning.

Reminder:

FIP Recorded Sessions for Instructional Leaders

https://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Events%20and%20Conferences.aspx
FIP is Tier 1 Evidence-based Practice:

One of the best ways to improve student learning is by learning to use formative instructional practices accurately. ~Dylan Wiliam

Bottom-up: research on formative assessment

- Fuchs & Fuchs (1986)
- Natriello (1987)
- Crooks (1988)
- Dempster (1991)
- Dempster (1992)
- Elshout-Mohr (1994)
- Kluger & DeNisi (1996)
- Black & Wiliam (1998)
- Brookhart (2004)
- Allal & Lopez (2005)
- Köller (2005)
- Brookhart (2007)
- Wiliam (2007)
- Hattie & Timperley (2007)
- Shute (2008)
To discuss a plan to include FIP in your district or school improvement work, contact:

kharris-wright@doe.k12.ga.us
Session Feedback

The Georgia Department of Education believes in continuous improvement and would appreciate your feedback to ensure the presentations we provide are of the highest quality and meet the needs of the specific audience.

Please take a moment after the session ends to complete the pop-up feedback survey.

Share your conference highlights now!

@GaDOESDE