

# Creating Optimal Opportunities to Lead FIP

## Session 4 Federally Designated Schools

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### Webinar Series for Federally Identified Schools

#### Formative Instructional Practices Online Professional Learning (FIP)

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#### 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, Analyzing 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 to 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 peers 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.

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## FIP Webinar Series for Federally Designated Schools



# Review from Previous Webinars in the Series:

## 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 **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

# Review: Why Consider FIP for SDE?

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

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

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

**Professional Capacity:** In addition to effective leadership, schools, to improve, particularly in **instruction**, must have a coherent system to develop the capacity of the professionals in the school ★

**Family and Community Engagement:** A school must have an intentional explicit system for engaging the adults beyond the school in the core **instructional** work of the school ★

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

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

*Organizing for School Improvement* edited by Anthony Bryk (2010)

# Today's Discussion

- Share key points from *Leadership for Teacher Learning* by Dylan William <https://www.amazon.com/Leadership-Teacher-Learning-Creating-Teachers-ebook/dp/B01EXM31FG>
- Provide steps for using Instructional Rounds as a process to assist teachers in developing and refining use of Formative Instructional Practices (FIP)



# LEADERSHIP [for] TEACHER LEARNING

*Creating a Culture Where All Teachers  
Improve so That All Students Succeed*

DYLAN WILIAM

*William explains how formative assessment, when applied properly, helps to create a structured and rigorous learning environment that increases student achievement. William also discusses why efforts to change classroom practice have been relatively unsuccessful—and explores specific classroom tactics that do tend to raise student achievement.*

***“...the main argument of this book - that the main job of leaders is to improve the performance of those they lead.”***

## Dylan Wiliam shared:

*The very hardest task of all is to work out how to implement research findings in real contexts, and this part has been left almost entirely to teachers. This has been unfair and foolish.*

### Key Issues

- Process of development often supersedes the need for content
- Developers take great care to refrain from sessions that are too challenging so as to minimize teacher withdrawals because most teachers volunteer to participate

## Lake and Olson shared:

*Teachers, schools, and school systems will face unprecedented challenges when school eventually reopens after pandemic-related closures. One of the central challenges will be figuring out how to meet the individual needs of students who had dramatically different experiences while schools were shuttered, and who will need dramatically different academic and non-academic interventions and supports as school begins. **The priority should be on assessments closest to instruction that help teachers know what to do next.***

*If districts or schools purchase anything this fall it should be quality curricula and **effective professional development to ensure that teachers know how to zero in on high-priority skills and content to meet individual needs.***

Lake, R. & Olson, L. (July 2020). *Learning as we go: Principles for effective assessment during the COVID-19 pandemic*. The Evidence Project. [https://www.crpe.org/sites/default/files/final\\_diagnostics\\_brief\\_2020.pdf](https://www.crpe.org/sites/default/files/final_diagnostics_brief_2020.pdf)

# Five Key Points...

- Professional development opportunities need to focus more on **what** teachers are learning rather than **how** they will participate in learning. The content of teacher development should be based on *what* needs to be learned to become better at teaching students.
- Teachers must know explicitly what students need to learn and this information comes from teachers having a keen knowledge of the standards.
- William's work with formative assessment has found that when teachers are offered **choice**, from constrained options, about what they would like to improve, and provided **flexibility**, **small steps**, **accountability**, and **support**, they improve in using formative assessment appropriately, *and students get better*.

# Highlights of William's 5 Principles Choice

Talent development should attend to both strengths and weakness so that each teacher can become the best that they can be *as themselves*. This is why **CHOICE** is so important. Choice is often hard for leaders to accept and give because there is no way to know that teachers will choose to work on the right things that will make a difference for students.

*But what we've learned is that when we start out by assuming the best of people rather than the worst, then, in general, good things begin to happen.*

## Novice Teachers:

Focus on both strengths and weaknesses to improve classroom routines, management and student learning

## Experienced Teachers:

Focus on helping teachers benefit students more by strengthening strong areas to become outstanding areas

# Highlights of William's 5 Principles

## Flexibility

After teachers choose which FIP practice to work on, providing **FLEXIBILITY** on how to incorporate the practice is keen.

**Example:** Traffic light method of determining if students learned the intended lesson.

Green = I am clear in my understanding during the lesson.

Yellow = I am struggling to keep up with you during the lesson.

Red = I need to ask a question.



FIP Teacher  
Flexibility

Teacher 1: During the lesson (red, yellow, green circles) + teacher answer when red

Teacher 2: During the lesson (red, yellow, green sticks) + student answer when red

When teachers are given flexibility on how to implement their choice, they are much more likely to continue trying to perfect the use of their chosen formative instructional practice with students.

# Highlights of William's 5 Principles

## Small Steps

*We are all much more likely to act our way into a new way of thinking than to think our way into a new way of acting.*

Small steps are needed for teachers to have time internalize a new practice and adopt and adapt it in their classrooms. Teachers develop ownership for their selected practice as they work through the **introduction-to-modification-to-skilled and appropriate use phases** for the selected formative instructional practice that they are learning to use.

The maximum number of professional practice changes that teachers should try at one time is three, but limiting it to one or two is better. Practice should continue until use of the practice becomes routine and improvement in student learning and success is visible.

# Highlights of William's 5 Principles Accountability

***What every teacher or leader can control, they can improve.***

- When teachers or leaders write doable action plans that specify their development priorities, the plan can produce a highly effective form of accountability.
- When the plan is shared with a colleague (may or may not include the supervisor), it gets implemented because the educator commits to being accountable to their professional peers.
- Informal plans can be just as effective as formal ones.
- The TKES and LKES process offers this opportunity.

# Highlights of William's 5 Principles Support

***Structures that hold teachers accountable for making improvements in their practice should also provide support for the changes needed.***

- Teachers need to know and be reassured that everyone works on improving their practice, including leaders, and it's not because we are not good enough. It is because we can be even better.
- Facilitate teachers to work on work that will help students get better. Knowledge of, and appropriate use of formative assessment practices have shown a direct and positive impact on student learning.

Leaders should:

1. Create expectations for continually improving practice for themselves and their teachers
2. Keep the focus on the things that make a difference to students
3. Provide the time, space, dispensation and support for innovation
4. Support risk-taking

# How can Instructional Rounds assist with changing educator practice?

# Benefits of Instructional Rounds

<http://www.ascd.org/publications/educational-leadership/feb11/vol68/num05/Making-the-Most-of-Instructional-Rounds.aspx>

1. Provides a district or school a process to develop and refine educators' skills to improve student learning outcomes
2. Creates a culture that assumes professional learning is continuous
3. Offers a process to observe and learn practices (not the teacher being observed unless requested)
4. Gives observers a forum to compare their practice to that of the observed teacher
5. Includes a post-observation debriefing process with reflection about the practices observed, how the observers' practices can be refined, changed or new practices instituted based what was seen and heard in the classroom

# Steps for Instructional Rounds

1. Master teachers or coaches volunteer or request that their classroom teaching be observed directly or virtually
2. Teachers desiring to learn should observe once per semester
3. Rounds should be facilitated by a lead teacher who is respected as an exceptional teacher and professional
4. Rounds can be facilitated by the principal or a district leader, **but the purpose is not evaluative**, and this expectation needs to be communicated at the outset to the observers
5. Groups observing a classroom or virtual teaching experience should be no larger than three to five
6. Prior to the observation, the observers decide what they are trying to learn from observing the master teacher's instruction
7. Observers enter the classroom or virtual teaching session quietly, take notes on the master teacher's use of the agreed upon practices for observation

## 8. In the context of FIP, observers could decide to learn more about...

- A written plan that shows the part (learning target) of the standard for the lesson that will be taught with the lesson's assessment method defined. The learning target should be from the deconstructed standard and resulting learning progression.
- The way that the teacher communicates the learning target to students and techniques used to ensure that students know what they are responsible for learning
- How well students are able to say and show what they are responsible for learning for the day
- Student work samples that align to the learning target identified in the lesson plan and student-stated learning goal

9. Observers leave the classroom or sign-out of the virtual session and debrief

## Debriefing

10. Facilitator states the format and rules for sharing observation notes (round-robin), no discussion of observation and notes beyond the debriefing group, and not sharing observation notes or ideas with the teacher who was observed unless the teacher explicitly requests the feedback
11. Commenting teachers use a “Pluses” (positive) and “Deltas” (questions or concerns) format
12. Begin with sharing one “Plus” observation and speculate on the behaviors and actions that resulted in the positive outcome. This is followed by the same teacher sharing a “Delta” observation with the rationale provided for the notation.
13. After all observers complete sharing their “Pluses” and “Deltas” based on the agreed upon practices for observation, the Facilitator asks observers to share the practices that they desire to improve or use differently or add to their practice based on participation in the Instructional Round

# Instructional Rounds Planning/Debriefing

## Instructional Rounds Planning and Debriefing Plus/Delta Process

By observing, I want to learn:	<b>+</b> What worked well?	 What can I do better?	Why do I think this?



# Next Steps

*Creating Optimal Opportunities to Lead FIP*

**FIP Webinar 4 Reflection Guide**

### **Creating Optimal Opportunities to Lead FIP FIP Webinar 4: Reflection Guide**

1. Are there opportunities for constrained choices to be created for teachers that would directly improve student learning outcomes? If so, list them. Plan for introducing the first one or two on your list and include options for implementation that teachers could buy-into that benefit students. Solicit, listen, and accept additional and reasonable implementation options from teachers for their choice.
2. Think about the professional growth needs of new teachers and veteran teachers that you support. Do they need the same content and experiences to improve? Can you think of ways to offer these two groups different development experiences that would directly improve student learning? What human and material resources would you need to do this?
3. Are there action steps for improvement that have not worked as expected? Would lengthening the timeline for implementation create the opportunity to break the goal into smaller and more manageable steps? It might be helpful to revisit the action step while reflecting on the importance of the *introduction-to-modification-to-skilled and appropriate use* phases of learning a new practice.
4. Could leaders and/or teachers benefit from developing an informal or formal growth plan to learn about and use FIP practices to improve student learning? Could the plan be shared and discussed with professional peers and not necessarily the supervisor?

Note: For more information or assistance with FIP Online Professional Learning, contact your SDE Support Specialist or Kelli Harris-Wright, GaDOE at: [kharris-wright@doe.k12.ga.us](mailto:kharris-wright@doe.k12.ga.us)

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## FIP Webinar 4 Reflection Guide

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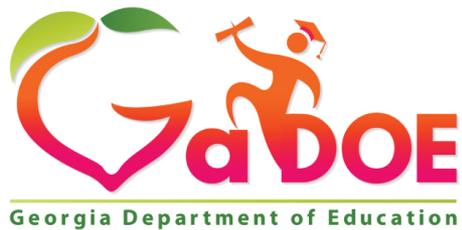
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