

Formative Instructional Practices (FIP) Online Professional Learning:

How Federally Identified Schools Can Improve

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Webinar Series for Federally Identified Schools

Formative Instructional Practices Online Professional Learning (FIP)

Presenter: Kelli Harris-Wright, Assessment Specialist – kharris-wright@doe.k12.ga.us

1. Formative Instructional Practices (FIP) Professional Learning: How Federally Identified 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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Richard Woods, Georgia's School Superintendent

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FIP Webinar Series for Federally Identified Schools

Today's Topics

What is FIP and how can it assist my improvement planning?

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

Share data and feedback from teachers and leaders who used FIP: FY'19 Final Survey

Discuss and show how to login to FIP, enroll in courses and basic navigation

Recommendations and options to plan use of FIP Courses

View a video that shows FIP in action in a classroom and use the Reflection/Questions Guide with the video

What is FIP and how can it assist my improvement planning?

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

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

The most important question to ask before deciding the type of assessment to use is...

What is the purpose and how will the results be used?

Instructional

Tell me how well students are learning each day and where to adjust teaching to close gaps or offer more challenging learning activities?
GA FIP

Formative

160 days

Predictive

Tell me how students are likely to perform on the end-of-year assessment?

**New GaDOE
Beacon Interim
Assessment
(available fall 2020)**

Formative

10 days

Evaluative

Tell me which instructional program, approach or teacher was most successful?

**GA Milestones
Assessment System**

Summative

District's Testing Window

Adapted from: Gong, B., Marion, S. & Perle, M. (2007). *A framework for considering interim assessments*. Denver, CO: National Center for the Improvement of Educational Assessment.

Why Consider FIP for SDE?

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

Coherent Instruction 

Effective Leadership 

Professional Capacity 

Family and Community Engagement

Supportive Learning Environment

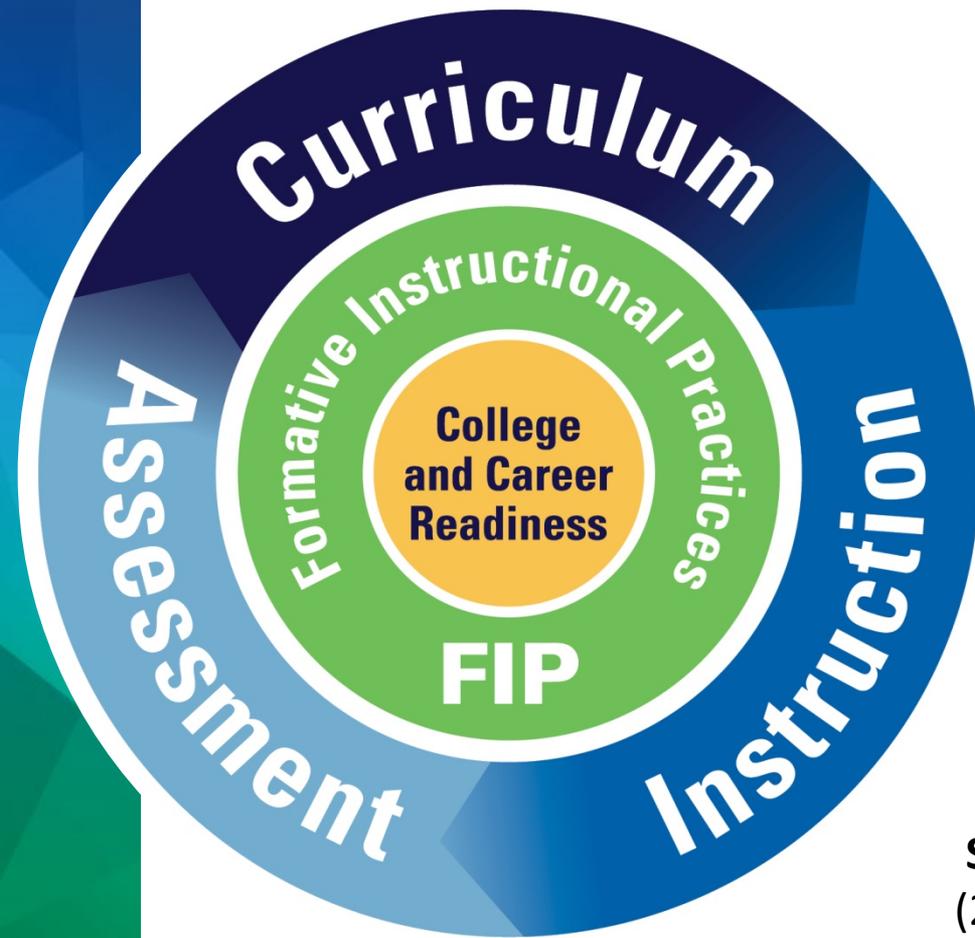
(page 1 of Process Guide for GSAPS)

Why Consider FIP for SDE?

3. Inform staff of the date of GSAPS visit. During the visit, the team will be observing randomly selected classrooms as well as selecting and interviewing a group of five to eight teachers. In addition, please share the following expectations for the day of the on-site visit:

- Teachers should have a paper copy of their lesson plans available for the observer to review and keep.
- Teachers should not schedule guest speakers or field trips on the date of the review.
- Chapter or unit tests should not be given that day. Brief formative assessments 3-5 minutes in length are fine.
- Videos other than brief video clips 3-5 minutes in length should not be shown that day.
- School-wide standardized testing should never be scheduled for the day of the review. If this is already on the school or system calendar for the proposed date of the GSAPS review, please contact the team lead immediately so that the GSAPS can be rescheduled.

(page 3 of GSAPS Process Guide)



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.

Source: Marzano, R. J. and Toth, M. D. (2014). *Teaching for rigor: A call for a critical instructional shift*. West Palm Beach, FL: Learning Sciences International.

A Reflection...

Michael Fullan shared:

“Nothing has promised so much and has been so wasteful as the thousands of workshops and conferences that led to no significant change in practice when teachers returned to their classrooms.” (p. 315)

Fullan, M. and Stiegelbauer, S. (1991). *The new meaning of educational change*. London, UK: Cassell.

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.” (p. 170)

William, D. (2016). *Leadership for teacher learning: Creating a culture where all teachers improve so that all students succeed*. West Palm Beach, FL: Learning Sciences International

Key Issues that Contributed to this Tendency

- Process typically 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

Example of Why FIP Works

Sample Issue: Assessment and classroom work indicate students are struggling with ELAGSE6RI8

Grade 6

Strand: Reading for 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?

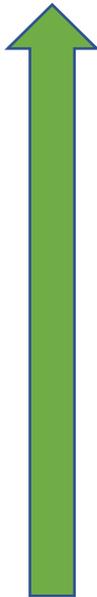
FIP Shows Educators How to Create Clear Learning Targets so Students can Know What they are Responsible for Learning

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.

Learning progression begins with academic vocabulary.

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

Advance learning when indicated.



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.
- I can determine whether a claim is supported by evidence or not.
- 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.
- I can find the reasons and evidence that support (back up) a claim.
- I can find a claim made in a text
- I can define claim.
- I can define argument.

Learning Target Types: Knowledge – Skill – Reasoning - Product

FIP Teaches How to Choose the Right Assessment to Match the Learning Target or Learning Goal

- **Selected Response:** multiple choice, true/false, matching, fill-in-the blank
- **Written Response:** construct short responses with one or a limited range of answers or extended responses of several sentences in length with greater number of acceptable answers
- **Performance Assessment:** give demonstration or create a product
- **Personal Communication/Verbal Response:** response by speaking aloud and can include asking/answering a question, a discussion, conference, oral exams or presentations

FIP Content Helps Teachers Gather the Right Information in the Right Way



Formative Instructional Practices

Collecting Evidence of Student Learning

Target-Method Match Summary Chart

	Selected Response	Written Response	Performance Assessment	Verbal Response
Knowledge	Good	Strong	Partial	Strong
Reasoning	Good	Strong	Partial	Strong
Skill	Partial	Poor	Strong	Partial
Product	Poor	Poor	Strong	Poor

Share data and feedback from teachers and leaders who used FIP FY'19 Final Survey

Statewide FIP Course Completion Data at End of FY'19

- During FY'19, educators enrolled in 10,023 FIP courses and completed 9,462 for a course completion rate of 94%.
- 14 of 16 RESAs used agency grants to lead FIP PLCs with teachers, coaches and leaders after they completed FIP courses independently.*
- Districts and schools also used FIP independently

FY'19 FIP Reports from RESAs

(Source: FIP PLCs in 14 RESAs)*

All FIP PLC Session Attendance at RESAs	12.7.18	3.15.19	6.7.19
Teachers	848	794	550
Coaches	16	16	0
Leaders	63	49	10
Total	927	859	560

<https://www.surveymonkey.com/results/SM-S5L98P9K7/>

10 Survey Questions (n = 506)*

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?

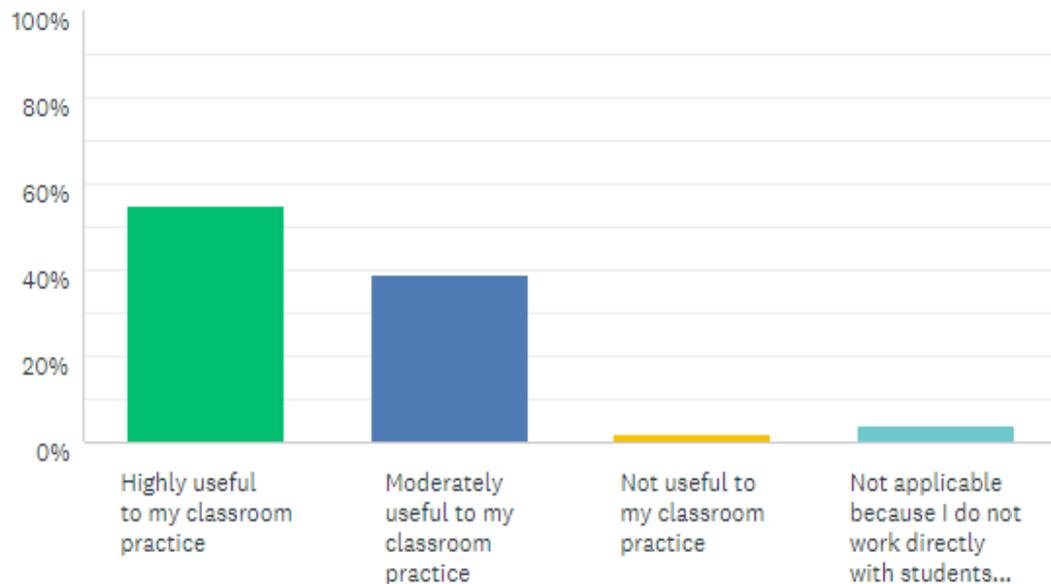
Q1 Please identify the Regional Education Service Agency (RESA) that supports your school district.

ANSWER CHOICES	RESPONSES	
Central Savannah River RESA	9.49%	48
Chattahoochee-Flint RESA	4.94%	25
Coastal Plains RESA	11.86%	60
First District RESA	2.17%	11
Griffin RESA	17.98%	91
Heart of Georgia RESA	0.00%	0
Metro RESA	20.95%	106
Middle Georgia RESA	0.20%	1
North Georgia RESA	0.59%	3
Northeast Georgia RESA	0.59%	3
Northwest Georgia RESA	0.59%	3
Oconee RESA	0.00%	0
Okefenokee RESA	3.56%	18
Pioneer RESA	6.92%	35
Southwest Georgia RESA	10.47%	53
West GA RESA	9.09%	46
Commission or State Charter School	0.40%	2
State School	0.20%	1

Q2 Please select one answer choice below that best describes your role as an educator.

ANSWER CHOICES	RESPONSES	
Prekindergarten Teacher	2.37%	12
Elementary Teacher	29.84%	151
Middle School Teacher	17.19%	87
High School Teacher	19.96%	101
Special Education Teacher	13.83%	70
Special Area Teacher (Title I, Intervention, CATE, Gifted, Visual Art, Music, Physical Education, Technology, etc.)	4.74%	24
Instructional Coach or Teacher-Leader	5.53%	28
Principal	0.79%	4
Assistant Principal	2.77%	14
District-level Leader for Curriculum and Instruction	0.20%	1
District-level Leader for Professional Learning	0.20%	1
Other District-level Leader	0.40%	2
RESA Staff	2.17%	11
TOTAL		506

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



ANSWER CHOICES	RESPONSES
Highly useful to my classroom practice	55.14% 279
Moderately useful to my classroom practice	38.93% 197
Not useful to my classroom practice	1.78% 9
Not applicable because I do not work directly with students in the classroom.	4.15% 21
TOTAL	506

[Comments \(187\)](#)

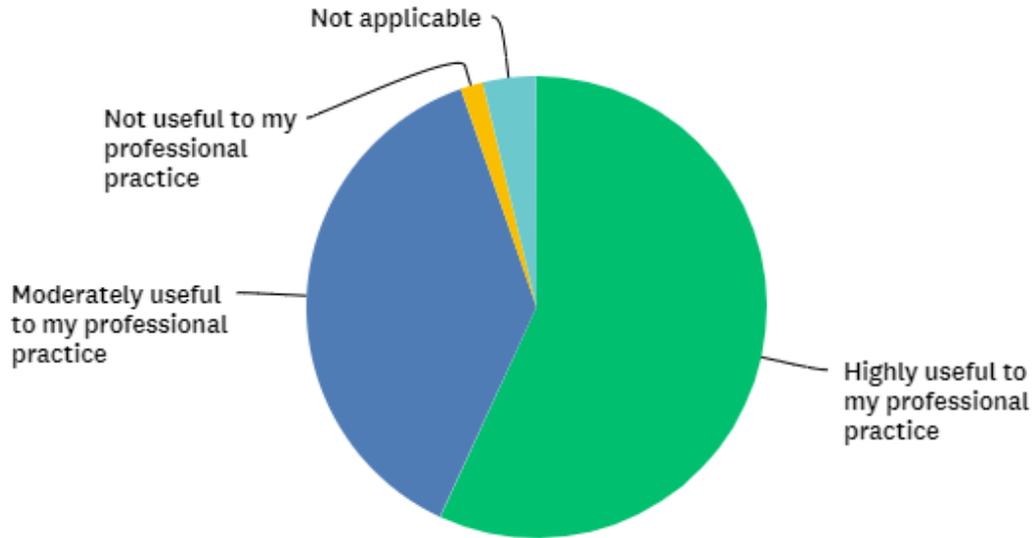
Q5 Sample Anecdotal Comments (187/506)

1. *It taught me a lot of things that I was not aware of, and gave me a new perspective of teaching*
2. *Have changed how I use Rubrics.*
3. *It allowed be to understand how to give good feedback to my students for better results.*
4. *I have reevaluated the way that I assess my students' knowledge based on the info learned in these courses. I particularly enjoyed learning how different assessment methods have strengths and weaknesses making them more or less efficient in evaluating progress toward mastery.*
5. *This course makes you think twice about your written responses to students.*
6. *The course was great in helping me learn how to assess my students using a rubric that directly correlates with their learning targets.*
7. *The knowledge gained through the FIP modules has been so valuable in my understanding of standard deconstruction and learning target development as well as understanding and using effective feedback. The most recent module explained in depth how to create and evaluate written response items, which has been critical in knowing how to create the correct type of prompt for the task.*
8. *Students are more engaged in lesson purposes and are able to assess their ability to meet learning targets or what they still need to work on.*
9. *As a RESA school improvement specialist, I do not have a classroom. However, it has made a huge difference in the assistance that I give to schools.*

Q5 Sample Anecdotal Comments

- 1. I have learned strategies and techniques that I will use in my gifted class to enhance student learning and outcomes.*
- 2. I have started re-thinking how I create assignments, assessments, and track or progress monitor my students on their standards based IEP goals and the objectives.*
- 3. Completing the FIP Modules enhanced my ability to identify the appropriate standard for a lesson and determine the target of knowledge that I need to reach in the student. Also, I am now equipped to provide effect feedback, after analyzing an assessment and determining the remediation plan for a specific student.*
- 4. I wish this class had been offered at the beginning of my first year of teaching because learning to unpack the standard and design assessments would have been very helpful earlier on. This has been area I have felt week in. This is a very helpful course.*
- 5. These modules have helped me implement effective assessments and clear learning targets in my classroom. These modules have also encouraged me to communicate information and assessments to my students so they are aware of the learning process I am going to take them through.*
- 6. It is sometimes difficult to use practices designed for brick and mortar schools, as I work in a virtual environment.*
- 7. I can see the usefulness, but honestly I just think this is busy work for teachers. Teachers are overloaded and this is just one more thing to do. We shouldn't be doing this. Curriculum should be doing this.*
- 8. FIP would be most useful during pre-planning rather than in the middle of the school year. The ideas are good, but we need time to develop these techniques and plan how we will work them into out classroom environment.*

Q6 Please rate your perception of the usefulness of learning about FIP through a professional learning community?



ANSWER CHOICES	RESPONSES
Highly useful to my professional practice	56.92% 288
Moderately useful to my professional practice	37.75% 191
Not useful to my professional practice	1.58% 8
Not applicable	3.75% 19
TOTAL	506

[Comments \(160\)](#)

Q6 Sample Anecdotal Comments (160/506)

1. *As a virtual teacher it is important to stay in touch with other teachers. Teaching from home can be isolating, and it is essential to stay current with curriculum, practices, and state policies/standards.*
2. *FIP should only be taught through the professional learning community.*
3. *Having the opportunity to see and observe others and how they may use the skills and strategies within their class helps make the professional learning more useful within your classroom.*
4. *FIP has given me the opportunity to collaborate with other grade level teachers as well as my grade level coworkers.*
5. *Learning how to create rubrics and understanding student's progress has proved to be very useful in my PLC group.*
6. *This is one of the best courses I have taken online.*
7. *It has been beneficial to collaborate with fellow educators to see how effective these practices have been as they were implemented in their classrooms.*
8. *There was entirely too much information presented at one time. It would be more useful if it were broken down into smaller segments.*
9. *The PLC has been very useful to my responsibilities as an instructional coach.*
10. *It has been insightful to be able to exchange information, knowledge, and ideas with other colleagues in my profession.*
11. *I like the interactions with others and working on collaboration as a team*
12. *I feel that had we been able to collaborate more (as opposed to doing structured "tasks") this PLC would have been more effective. I believe that teachers talking about what does and does not work and sharing ideas/strategies would have been more beneficial than developing common assessments.*

Q6 Sample Anecdotal Comments

1. *I went through the training process with the FIP modules with Thomas University. We independently went through each of the first 5 modules. Then had deep class conversations and completed activities that included deconstructing standards, creating learning targets, building assessments from blueprints, practices appropriate guiding feedback to students, and ways to help students be more accountable in their own learning process.*
2. *Using the FIP together made it more meaningful. We are able to have discussions about things that I wouldn't have been able to have on my own.*
3. *It is helpful to work together to break standards down into meaningful learning targets for difficult or power standards we teach.*
4. *The content I learned in FIP has been essential to my classroom and has helped me to become a better more disciplined teacher of my subject area. By learning with the teachers from RESA and then practicing that method during our FIP training help me realize ways to use this this training in my classes.*
5. *The FIP Modules creates moments for discussion and collaboration in professional learning communities similar to the format of a book study.*
6. *Listening to other schools across the district discuss how they utilized the information was helpful in planning for our students and teachers.*
7. *Again, for someone who didn't go to college to be a teacher, these modules are educating me on a lot of practices that I can use in my class and also be better equipped to collaborate with my peers who have been teaching longer than me. I feel like I have thoughts and opinions to offer.*
8. *Common sense and waste of money and time.*
9. *I would rather not.*

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. (N/A = 160)

- 1. I have implemented many of the practices in my math teaching/lessons. My students have made great gains, and I have become a stronger math teacher. My students are owning their learning and setting their paths.*
- 2. The biggest impact to our instruction here at my school is being able to deconstruct standards accurately and effectively. In the past, this was not the case. FIP training has made a great difference in our instruction.*
- 3. The module on creating sound rubrics has greatly helped me in the classroom. Creating rubrics takes a lot of time and can be frustrating.*
- 4. I unpack my standards better. Have created assessments first to guide my lesson. This has been very helpful in teaching writing.*
5. I got the students more involved in group discussions.
6. I am more prepared to assist teachers in using formative instructional practices in their daily instruction to students.
7. I have started deconstructing the standards to find the 4 types of learning targets to help me determine the best way to create objectives that will lead to mastery of IEP goals.
8. The way I plan for gifted students.
9. I have started to make sure that I have listed the goals that I expect from my classes. I am also working on returning grades with constructive feedback as well as making sure students can go back and retry a test.

Q7 Sample Feedback Continued

1. *As a new teacher many of the practices and documentation practices were instituted.*
2. *Using more I can statements, peer feedback*
3. *Creating clear learning targets*
4. *Rubrics*
5. *I definitely used some of the feedback strategies from the module about appropriate student feedback on writing and projects.*
6. *More careful assessment creation*
7. *I was able get one of my students to understand the goals we set, and she had great feedback on what she wanted and needed more instructions with.*
8. *Students now self assess themselves to know where they are in the learning process.*
9. *I introduce the learning target before the lesson.*
10. *Feedback using Rubrics*
11. *How I assess my students and give them feedback.*
12. *Each objective taught has been carefully planned and executed with students' needs considered.*
13. *Giving students effective feedback has made students participate more during instructional time.*
14. *I have increased my students' independence when self-assessing to make sure they have met their learning targets.*
15. *I now use a master rubric to help assess growth in my classroom even with behavior.*
16. *I plan better and I read data differently.*

Q10 What suggestions can you share that would enhance GA FIP professional learning? (241 answered/360 skipped)

1. Incorporate information for teachers working in a virtual environment.
2. I would like to be able to print. I like to read things on paper and make notes as I follow online instruction.
3. I would have rather met up with the class and instructor once a month. I do understand that the courses are designed for busy parents; however, I have realized that I am not a great online learner.
4. The slides were too small and made it difficult to flow smoothly from one part to the next.
5. Keep it online.
6. *Add some more accountability. The quizzes at the end don't prove that we've learned because it is easy to skip through the course and just click on the right answers after we picked the wrong ones.*
7. *The only thing that would make FIP better is by having teachers use the information with a lesson in their own classroom or one that they will cover.*
8. *Add music to the FIP courses.*
9. *Making it more interactive. I believe that as a TAPP candidate, this information would have been more helpful during my first year. In this way, I would have been able to understand the big picture better and not have been so overwhelmed and confused. I also believe that the FIP modules should be in a class setting rather than having the classes that are offered for TAPP now. The FIP modules truly gave guidance to teaching and were really useful.*

Q10 Sample Feedback Continued

1. Mandated as a staff development
2. No changes needed
3. Introduce earlier in the TAPP program
4. Would be VERY helpful to have a summary PDF of the highlights of a module- I find myself trying to take snips of the best graphics mid-module.
5. Cut up sections more to spread out the information and take into consideration the time and everyday life of teachers within the digital age as well as areas with high demand parents and/or high demand students.
6. It is a great program.
7. Make the writing bigger.
8. It was great. Maybe offer more FIP modules to watch.
9. I had trouble starting and stopping modules. It seemed like glitches, but sometimes I had trouble picking up where I left off.
10. Providing more lively presentations, hands-on activities/take-away's during evening workshops.
11. My only suggestion is to utilize FIP earlier in the TAPP program.
12. Have professional learning based on content High school teachers need to see it in their content/department for it to be relevant.
13. Maybe shorten some segments and do more in person.
14. I think adding scenario for teacher decision making would enhance learning
15. More specific modules for SPED teachers

Access Codes Login to FIP Basic Navigation

Two Types of FIP Access Codes

(An individual learning account is created with the appropriate role-based access code and the educator's district email address)

- Obtain FIP access codes from the district's Test Director or Test Coordinator. Codes are in this leader's GaDOE Portal Account. If the Test Coordinator needs guidance to locate FIP codes, provide this information: https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/FIP/Locating_FIP_Codes_in_GaDOE_Portal_Account_2019-2020.pdf
- FIP access codes are **unique** to each district and each school in Georgia.
- FIP access codes include the three-digit state identifier code for the district and the four-digit state identifier code for the school.
- **Administrative Access Codes** end with “-P” (999-0575-B81-P)
- **Administrative** accounts allow the leader to take FIP courses, access the “Management and Reports” tab and monitor staff learning that **IS NOT** available FIP **Learner** accounts.
- **Learner Access Codes** end with “-FP” (999-0575-FP). **Learner codes go to teachers and coaches**
- Central Office has a FIP Administrative Access Code, and a Learner Access Code.

Options for FIP Implementation

1. Independent PL
2. Grade level or departmental PL
3. Vertically aligned elementary, middle and high school PL
4. Schoolwide PL
5. District-led PL
6. RESA-led PL

FIP in Action Classroom Video

Next Steps after the Webinar

For questions and support with FIP Online Professional Learning or to discuss implementation options along with your team, contact: Kelli Harris-Wright at kharris-wright@doe.k12.ga.us

One-on-one or team meetings are available and can be scheduled via Go to Meeting.

View Video of FIP in Action in a Classroom

(establishing assessment criteria with students during a lesson)

Use the accompanying handout with the video:
FIP Video Reflection_ Question Guide 1

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

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FIP Video Question – Reflection Guide 1

1. What is the learning goal or learning target in the lesson?
2. Did the teacher deconstruct the standard for this lesson into parts that were manageable for student learning, deliberate practice and student self-assessment?
3. Can you state or list evidence that you observed in the video to support your answer for question two?
4. Is this lesson an initial or intermediate presentation of content for students? How do you know?
5. Is there a relationship between the standard for this lesson and the formative assessment checklist? Can you state or jot this relationship?

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

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Richard Woods, Georgia's School Superintendent

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*Download this
handout and review
the questions prior
to watching the
video:*

*FIP Video
Reflection_Question
Guide 1*

Use the Answer Key to Confirm your Thinking:

Answers_FIP Video Reflection_Questions Guide 1

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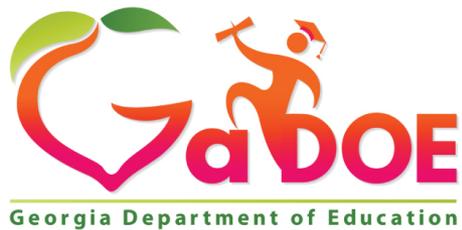
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