

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

