

Formative Instructional Practices (FIP): *Using Georgia FIP Web Page Resources to Support Improvement Planning - Session 2*

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Webinar Series for Federally Designated Schools

Formative Instructional Practices Online Professional Learning (FIP)

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

FIP Webinar Series for Federally Designated Schools

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 Web Page 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 William. 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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Review from Webinar 1:

Formative Instructional Practices Defined

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

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 Topics

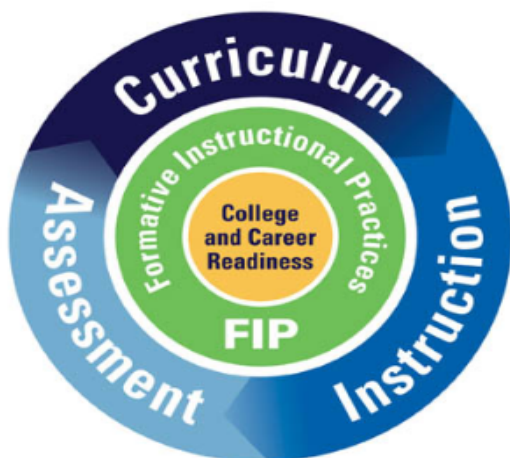
What resources are available on the FIP web page?

How can FIP resources support school improvement planning?

FIP Resources

www.gadoe.org/GeorgiaFIP

Georgia FIP: The Keys to Student Success



Click here to see what educators are saying about Georgia FIP

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FIP Resources

- Login to FIP Professional Learning
- GA FIP All Courses Flyer
- New Users - Georgia FIP
- FIP Overview Presentation
- FIP Teachers Brochure
- FIP Leaders Brochure
- Getting Started with FIP Districts
- Getting Started with FIP Teachers
- FIP IT Requirements



GA FIP: All Courses Flyer



Educators across Georgia are working hard to implement initiatives aimed at ensuring all students achieve the target of college and career readiness. Formative instructional practices (FIP) are critical to implementing Georgia's rigorous curriculum with success. These practices are particularly important for educators charged with meeting the needs of diverse learners.

All public school educators in Georgia have access to free online learning courses and additional FIP resources. More than 100 courses have been completed by Georgia educators, supporting their efforts in:

- Creating and using clear learning targets and learning progressions
- Collecting and documenting accurate evidence of student learning
- Using evidence and feedback to increase learning
- Fostering student ownership of learning



Formative Instructional Practices Course Series



Foundations of Formative Instructional Practices

Learn the essential components of FIP to establish a common vocabulary in your district or school. The five foundations series grounds you in the basics of FIP to ensure an appropriate use of standards and ongoing assessment with students. The courses combine theory and practical classroom application, and include scenarios and examples of what these powerful practices look and sound like across grades and subjects.

Leading FIP (part of the Foundations course series)

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



Reaching Every Student

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



Creating Clear Learning Targets

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



Designing Sound Assessment

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



Implementing Evidence-Based Grading

Learn how to implement a systematic approach to grading that is accurate, consistent, efficient, and doable. This module discusses an evidence-based approach to grading and prompts thoughtful reflection on grading practices.



Designing Sound Assessment Series

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

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

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

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

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

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

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

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

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

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

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



Want To Learn More About Georgia FIP?

For more information about the online learning or how to implement Georgia FIP, please contact the Georgia Department of Education Office of Assessment and Accountability Division at 1-800-634-4106.

New Users Login Support

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

Georgia Department of Education > Curriculum, Instruction and Assessment > Assessment Research, Development and Administration > Georgia FIP: The Keys to Student Success

Success

Accountability

Assessment Research, Development and Administration

Career, Technical and Agricultural Education

Curriculum and Instruction


School Psychological Services

Special Education Services and Supports

Student Support Teams

State Schools

Georgia FIP: The Keys to Student Success



Click Here

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FIP Resources

Login to FIP Professional Learning

New Users - Georgia FIP

Click here to see about Georgia FIP

Georgia Educators Talk

Purpose

New Users Click "Create Account"



Log in



Georgia Formative Instructional Practices (FIP) is a professional blended 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

Password

login

Forgot Password?



Create Account



STEP 1: To begin the Create a New Account process, please enter your e-mail address and your access code. If you do not know this code, please see your principal or supervisor.

Access Code

Enter Access Code

Email Address

Enter Work Email Address

Confirm Email

continue

cancel

Click here

To create a new account, obtain your district or principal or supervisor and click [create account](#).

Use our [help center](#) or [submit a support request](#).

Georgia FIP.

FIP Overview Presentation

Introduction and Overview

Formative Instructional Practices Online Professional Learning

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

Formative Instructional Practices Defined

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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

Goals of Georgia FIP

- Support the development of great teachers and leaders in their work towards preparing students for College and Careers
- Improve teaching and student learning processes based on Tier I evidence-based interventions and practices
- Facilitate a quality implementation of Georgia's state-mandated content standards for ALL students
- Increase the alignment between Curriculum, Instruction and Assessment
- Support Georgia's Teacher Keys Effectiveness System (TKES) and (TAPS)
- Support Georgia's Leader Keys Effectiveness System (LKES) and (TAPS)

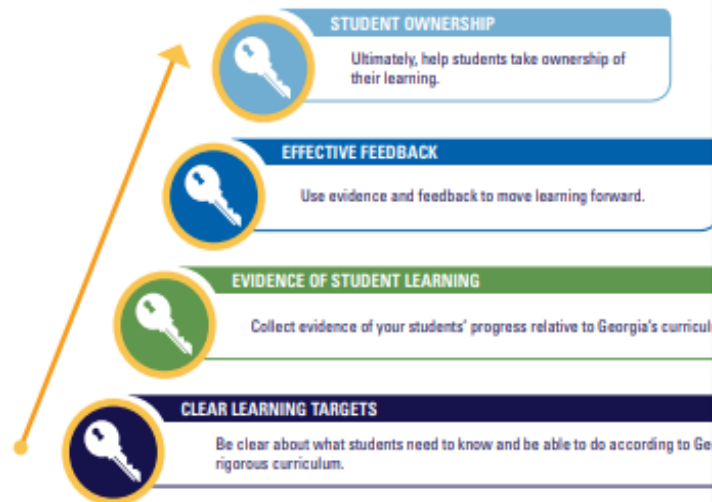
TEACHER EDITION



What are the Keys to Student Success?

The research is clear—formative instructional practices (FIP) are the keys to increased achievement, allowing all students to be successful in Georgia's education system.

What are Formative Instructional Practices?



Want to enhance your knowledge and use of these high-impact practices?

FIP Teacher Brochure



What is Georgia FIP?

Georgia FIP is a blended learning opportunity that offers you access to online learning courses and facilitation materials based on some of the world's best research. The Georgia Department of Education has made this learning experience available to educators across the state.

Overview of Online Learning

The Foundations of FIP online learning includes six courses:

- 1. Introducing Formative Instructional Practice
- 2. Creating and Using Clear Learning Targets
- 3. Collecting and Documenting Evidence of Student Learning
- 4. Using Evidence and Feedback to Increase Learning
- 5. Fostering Student Ownership of Learning
- 6. Leading Formative Instructional Practices

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

Facilitating Formative Instructional Practices Guide

This guide is designed to help facilitate collaborative learning about formative instructional practices. The guide contains materials corresponding to each of the courses, including: team agendas, activities and handouts designed to deepen learning, and detailed answer keys and tips for facilitators.

More information and access to these tools can be found at: www.gadoe.org/GeorgiaFIP

The Georgia FIP learning experience can propel your growth—and impact your students' success.

Propel Your Growth

- Engage in professional learning aligned with the Teacher and Leader Keys Effectiveness System.
- Plan for and deliver instruction of Georgia's curriculum.
- Gather accurate and reliable evidence of student progress relative to the new standards.
- Use evidence to make informed decisions and provide students with feedback that moves their learning forward.

Impact Your Students

- Students know what they are expected to learn.
- Students self-assess and make decisions about where they need to go based on where they are.
- Students are motivated by their progress.
- Students are engaged and take ownership of their learning.

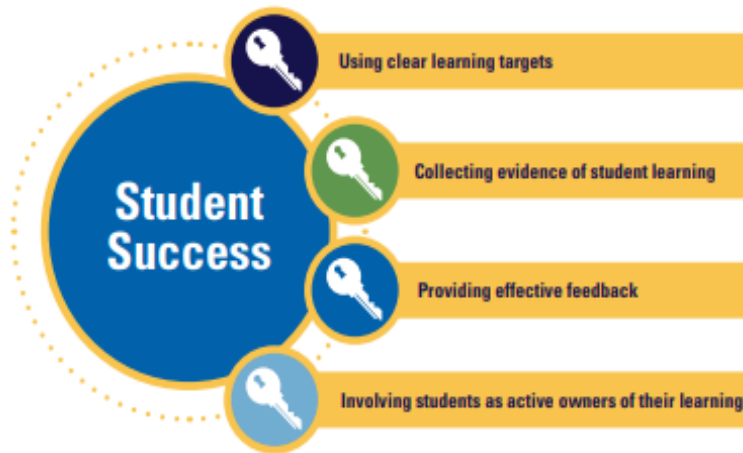
LEADER EDITION



What are Formative Instructional Practices?

Formative instructional practices (FIP) are the formal and informal ways that teachers and students gather and respond to evidence of student learning.

To leverage these keys to student success in your school, build a vision and provide leaders around these practices:



FIP Leader Brochure



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The Georgia FIP learning experience can propel your professional growth—and ultimately impact the success of your teachers and students.

Georgia FIP provides principals and other school leaders with a professional learning experience aligned with the Leader Keys Effectiveness System. You will learn to:

- Help your faculty connect the dots between curriculum, instruction, and assessment.
- Model the instructional practices you want all teachers to embrace.
- Provide teachers with effective feedback about instructional practice.
- Support teachers in implementing Georgia's rigorous curriculum with fidelity.
- Communicate more effectively with teachers and parents regarding student growth.



DISTRICT AND SCHOOL IMPLEMENTATION OF FORMATIVE INSTRUCTIONAL PRACTICES (FIP) PROFESSIONAL LEARNING

These implementation suggestions were developed from feedback that was obtained from districts that piloted the implementation of Georgia FIP professional learning. The suggestions should be considered in the context of each district's strategic vision, plan for improvement, and district culture.

Strategies for Implementation Gleaned from Pilot

Most small districts implemented FIP using a district-wide approach. Some first focused on central office leadership and principals and then rolled out to the classroom level.

Medium to large districts used more variety in implementation. Some used a volunteer approach. Others used a more targeted approach focusing first on only Priority and Focus schools, while others implemented by school clusters or feeding pattern. FIP professional learning can also be considered in Reward schools to support refinement and enhancement efforts. There are numerous ways to consider FIP implementation.

District Assessment Directors Coordinate FIP Implementation

1. District assessment directors receive and download through the GaDOE Portal all role based and unique-identifier access codes for FIP Online Professional Learning for the central office and for each school in the district. There are two types of codes: (1) learners, and (2) administrative/learner codes for the district-level and for the school level.



Types of FIP Online Access Codes

District/Central Office **Administrative/Learner** Code (Assessment Director)

District/Central Office **Learner** Code (Central Office Staff)

School Leader **Administrative/Learner** Code (Principal)

School **Learner** Code (Teachers)

Getting Started with FIP for Districts or Schools



FIP CLASSROOM IMPLEMENTATION IDEAS FOR TEACHERS

For Use With FIP Foundations for Teachers Course Series

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

After completing: Creating and Using Clear Learning Targets,

Try This:

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

After completing: Collecting and Documenting Evidence of Student Learning,

Try This:

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

After completing: Using Evidence and Feedback to Increase Learning,

Try This:

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

Getting Started with FIP for Teachers

TECHNICAL SPECIFICATIONS FOR FIP ONLINE LEARNING COURSES



SYSTEM REQUIREMENTS AND CONFIGURATION

PURPOSE

This document is intended for use by Information Technology (IT) Managers and FIP online learning users as guidance regarding system requirements and network infrastructure configuration settings to access the Georgia FIP online learning courses through BFK•Learn®.

END-USER

SOFTWARE REQUIREMENTS

BFK•Learn® requires an internet browser and PDF Reader on the client computer. Listed below are supported versions.

INTERNET BROWSER SUPPORT

BFK web based applications is built using modern web technologies such as HTML5 and is supported on the following internet browsers.

WEB BROWSER	PLATFORM	COMMENTS
Chrome V 48 or later	Windows, Mac, iOS, Android	
Firefox V 45 or later	Windows, Mac, Android	
Safari V 10.1 or later	Mac, iOS	
Internet Explorer* V 11	Windows	* Internet Explorer version 11 has limited functionality.
Microsoft Edge	Windows	

MOBILE DEVICES SUPPORT

BFK web-based applications can also be accessed from the following mobile devices using any of the supported internet browsers above.

WEB BROWSER	COMMENTS
Apple iPad iOS 6 or later	Use Chrome for best experience
Android Tablets Android 5 or later	Use Chrome for best experience.
Microsoft Surface Windows 8 or later	Use Chrome for best experience.

FIP IT Requirements

Educators

www.gadoe.org/GeorgiaFIP

Educators

- Locate FIP Access Codes
- FIP to TAPS Crosswalk
- FIP to LAPS Crosswalk
- TKES Webpage ★
- LKES Webpage ★
- Leading FIP Tool 1
- FIP Sample Teacher PLG Tool 2
- FIP Sample Leader PLG Tool 3
- FIP Foundations PLU Quick Reference
- FIP Foundations PLUs for Leaders
- FIP Foundations PLUs for Teachers
- FIP PLUs for Action, RES, CLT, EBG
- FIP PLUs for DSA
- Maintaining FIP Course Hours
- GaDOE Professional Learning ★

Note:
Stared
sections will
not be
discussed.

Locate FIP Access Codes

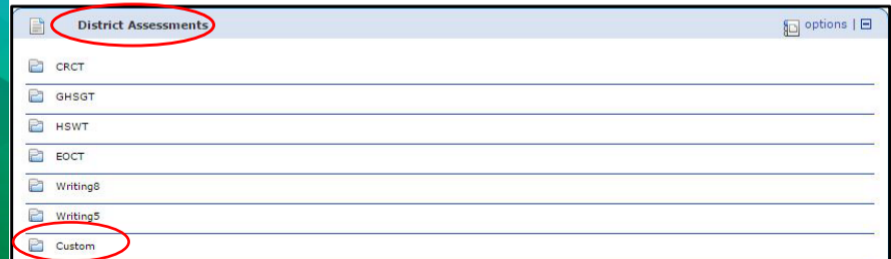
Helping Teachers Obtain their GaDOE FIP Online Learning Access Code from the District's Test Coordinator

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

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Directions for District Test Coordinators to Locate FIP Codes

- District Test Coordinators have school-unique FIP online learning access codes in their MyGaDOE Portal Account (see page 74 of the August 2019 edition of the *Student Assessment Handbook*)
- In the MyGaDOE Portal, go to District Assessments. Go to the "Custom Folder." Scroll near the bottom for a portal notification that contains zip files of FIP *Administrative* and *Learner* Access Codes.



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FIP to TAPS Crosswalk



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

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

Teacher Assessment on Performance Standards <i>Note: Performance indicators are not inclusive and should not be used as a checklist.</i>	Foundations of FIP Online Learning Courses					
	Introducing FIP	Creating Targets	Collecting Evidence	Using Evidence	Fostering Student Ownership	Leading FIP
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.						
1.1 Addresses appropriate curriculum standards and integrates key content elements.		✓	✓			
1.2 Facilitates students' use of higher-level thinking skills in instruction.		✓				
1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.		✓				
1.4 Demonstrates accurate, deep, and current knowledge of subject matter.		✓	✓	✓		
1.5 Exhibits pedagogical skills relevant to the subject area(s) taught and best practice based on current research.	✓	✓	✓	✓		
1.6 Bases instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum.		✓	✓	✓		
1.7 Displays an understanding of the intellectual, social, emotional, and physical development of the age group.						
2. Instructional Planning: The teacher plans using state and local school district curricula standards, effective strategies, resources, and data to address the differentiated needs of all students.						
2.1 Analyzes and uses student learning data to inform planning.		✓	✓	✓		
2.2 Develops plans that are clear, logical, sequential, and integrated across the curriculum (e.g., long-term goals, lesson plans, and syllabi).		✓	✓			
2.3 Plans instruction effectively for content mastery, pacing, and transitions.		✓	✓	✓		
2.4 Plans for instruction to meet the needs of all students.		✓	✓	✓		
2.5 Aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs.		✓				
2.6 Develops appropriate course, unit, and daily plans, and is able to adapt plans when needed.		✓	✓	✓		
3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.						
3.1 Engages students in active learning and maintains interest.		✓	✓		✓	

FIP to LAPS Crosswalk



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

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

Leader Assessment on Performance Standards

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

Foundations of FIP Online Learning Courses

	Introducing FIP	Creating Targets	Collecting Evidence	Using Evidence	Fostering Student Ownership	Leading FIP
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.						
1.1 Articulates a vision and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the district's strategic plan.						✓
1.2 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.			✓	✓		✓
1.3 Uses student achievement data to determine school effectiveness and directs school staff to actively analyze data for improving results.			✓			✓
1.4 Monitors and evaluates the effectiveness of instructional programs to promote the achievement of academic standards.			✓			✓
1.5 Possesses knowledge of and directs school staff to implement research-based instructional best practices in the classroom.		✓	✓	✓	✓	✓
1.6 Provides leadership for the design and implementation of effective and efficient schedules that maximize instructional time.						✓
1.7 Works collaboratively with staff to identify needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.		✓	✓	✓	✓	✓
1.8 Provides the focus for continued learning of all members of the school community.						✓
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.						
2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.						✓

Leading FIP: Model the Way

HOW TO MODEL THE CORE FIP COMPONENTS THROUGH LEADERSHIP:



CREATING AND USING CLEAR LEARNING TARGETS

- ☐ Be clear about the targets in staff meetings and professional development opportunities.
- ☐ Clarify the difference between learning targets (the what) and learning activities (the how).
- ☐ Engage in professional learning along with your teachers. If teachers are deconstructing standards, you might join a team where teachers would benefit from your subject-matter expertise.
- ☐ Set one professional growth goal to enhance your knowledge and use of formative instructional practices.
- ☐ Help teachers set learning goals for their professional growth plans.



COLLECTING AND DOCUMENTING EVIDENCE OF LEARNING

- ☐ Use a variety of assessment methods to assess teacher learning during staff meetings, and professional development sessions.
- ☐ Collect evidence of FIP implementation: teacher and leader-created artifacts, student work samples, and more. Share with teachers how these artifacts help us monitor our individual and collective progress.
- ☐ Demonstrate how FIP supports all assessment.
 - If your school administers common assessments, share the blueprint with teachers to share expectations and model an aspect of sound assessment design.
 - Don't have a blueprint? This would be a great activity at a staff meeting or PD session. If you don't give common assessments, teachers could create a blueprint for a commercially-developed assessment used in your school.



USING EVIDENCE AND FEEDBACK TO INCREASE LEARNING

- ☐ Conduct informal classroom observations with teacher teams prior to formal observations, analyze evidence of implementation, and set next steps for improvement.
- ☐ Solicit feedback from your teachers about what is working and what isn't.
- ☐ Share and discuss with staff how you use evidence of teacher learning from your observations, and their feedback to drive professional learning.
- ☐ Use evidence of teacher implementation to provide effective feedback.
 - Use both success and intervention feedback appropriately.
 - Share how you attend to the characteristics of effective feedback. Point out that feedback is only effective if learning increases or a new learning strategy is successfully applied by the learner.



FOSTERING STUDENT OWNERSHIP OF LEARNING

- ☐ Self-assess your own progress with FIP. Track, reflect on, and share your personal learning.
- ☐ Be accountable for teacher learning. Gather and respond to feedback about the progress of teachers' implementation of FIP.
- ☐ Ask teachers to continuously track their own learning progress with their professional learning goals. Celebrate successes with them!
- ☐ Ask your staff to self-reflect. Self-reflection is taking a second look to reflect on achievement, growth, and learning preferences.

Leading FIP Tool 1

Leading FIP: Model the Way

HOW MIGHT YOU MODEL CLEAR LEARNING TARGETS THROUGH LEADERSHIP?



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

TKES SAMPLE FIP PROFESSIONAL LEARNING GOAL AND PLAN

Clear Learning Targets Goal

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

Rationale

Why did I choose this goal?

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

Proposed Professional Learning Activity

Complete the following online FIP courses:

- Creating and Using Clear Learning Targets
- Creating Clear Learning Targets for Math in Middle School

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

Share the deconstructed standards/learning progressions with my math team for feedback and refinement.

Communicate the student-friendly targets to my students.

Application

What will I do with the knowledge and skills I have to change instructional practice

I will use learning targets and learning progressions to plan and teach, and for classroom-based assessment for lessons. I will begin each unit by pre-assessing my students on their understanding of the novice targets to determine if students have any gaps. For students who are the pre-assessment, I will

FIP Sample Teacher PLG Tool 2

Leading FIP: Model the Way

HOW MIGHT YOU USE **FIP FOUNDATIONS** TO INCREASE TEACHER EFFECTIVENESS
AND YOUR OWN INSTRUCTIONAL LEADERSHIP?



- Develop a plan that includes short and long-term goals for staff and you to enroll in and complete each course in the FIP Foundations series.
- Plan to actively discuss content from each FIP Foundations course with staff during dedicated professional development time.
- Plan for professional learning and use of FIP Foundations course content in the strategic or school improvement plan.
- Set short-term goals collaboratively with staff that are carefully paced to apply FIP Foundations course content in classrooms with students. Resource! [Getting Started with FIP Teachers](#)
- Help teachers set learning goals for their professional growth plans. Resource! [GA FIP for Leaders Tool 2](#)
- Allow teachers to conduct peer-to-peer classroom observations with debriefing to refine use of FIP Foundations course content with students.
- Draft a **LKES Performance Goal** to learn about FIP Foundations course content. See example below.



LKES SAMPLE PERFORMANCE LEARNING GOAL AND PLAN FOR FIP

Goal

I will deepen my understanding and use of FIP by enrolling in, and completing FIP Foundations courses 1 through 5, and optionally, course 6. I will be able to establish and use a common language with staff that is anchored in FIP Foundations content. I will know first-hand what formative instructional practices look and sound like when implemented with fidelity. I will engage in PLC discussions using FIP Foundations content and language. I will provide feedback to teachers using FIP language.

Rationale

Why did I choose this goal?


Milestones assessment data indicate that staff and I need a more focused approach for teaching the GSE to students paired with classroom-based formative assessment to know consistently where students are in their learning, and before the state's summative assessment. Having a common knowledge-base and language from FIP Foundations courses 1-5 will allow me to better support teachers in providing targeted and rigorous instruction for students. I will also be better prepared to offer teachers more appropriate oral and written feedback that will help them move student learning forward.

FIP Sample Leader PLG Tool 3

Educators FIP Course Credit Hours

QUICK REFERENCE FOR PLU HOURS AND CREDIT

Professional Learning Unit (PLU) credit recommendations are provided below for the various Georgia FIP learning opportunities.

 Georgia FIP Learning Opportunities	Total Online Course Learning Time	Additional FIP Learning Resource Time	Total Time
FIP Foundations for Teachers Course Series			
<ul style="list-style-type: none"> Includes 5 Foundation Courses <p>This series includes courses to help teachers learn how to: create and use clear learning targets; collect and document evidence of student learning; use evidence and feedback to increase learning; and foster student ownership of learning.</p> <p>This course series can be used by teachers in several ways. Three different approaches are listed below:</p>			
In a Professional Learning Team (recommended) Teachers can use the online learning courses and FIP learning resources collaboratively with a team in a coached/facilitated learning environment. This approach provides teachers with a deeper and more structured learning experience.	10 hours	15–20 hours	25–30 hours (3 PLUs)
With Friends Teachers can select a friend or two and collaborate to complete the learning at their own pace.	10 hours	10–12 hours	20–22 hours (2 PLUs)
On My Own Teachers can individually complete the course series and use the FIP learning resources to have a self-paced personal learning experience.	10 hours	5–7 hours	15–17 hours (1 PLU)
FIP Foundations for Leaders and Coaches Course Series			
There are two options for leaders to choose from:			
Option 1: Leading and Coaching FIP for Student Success Course Series (Recommended) <ul style="list-style-type: none"> Includes 5 Foundation Courses + Leading FIP Course <p>This course series allows leaders and coaches to have a deeper learning experience. It prepares leaders and coaches to engage in conversations with teachers about the foundations of FIP and lead transformational change in the district or school.</p>	12 hours	6–8 hours	18–20 hours (2 PLUs)
Option 2: FIP Essentials for Leaders and Coaches Course Series <ul style="list-style-type: none"> Includes 2 Courses—Introducing FIP and Leading FIP <p>This course series is for leaders and coaches who will be supporting FIP in their school or district. It will provide leaders and coaches with a basic understanding of FIP as well as how to lead change.</p>	4 hours	5–6 hours	9–10 hours (1 PLU)

**Credit Hours
FIP
Foundations**

**Quick
Reference
Guide**

FIP FOUNDATIONS COURSE SERIES FOR LEADERS AND COACHES

There are two course series options for school leaders and coaches to choose from:

Option 1: Leading and Coaching FIP for Student Success Course Series (Recommended)

This course series is designed for school leaders and coaches who will be facilitating and supporting formative instructional practices (FIP) in their school or district. Through course completion, leaders and coaches will be able to affect change by helping teachers. It is highly recommended that school leaders implement FIP through a professional learning team experience to build capacity and use of these FIP strategies in the classroom:

- Create and use clear learning targets;
- Collect and document evidence of student learning;
- Use evidence and feedback to increase learning; and
- Foster student ownership of learning.

The Student Success Series consists of six courses:

- Introducing Formative Instructional Practices (2 hours)
- Creating and Using Clear Learning Targets (2 hours)
- Collecting and Documenting Evidence of Student Learning (2 hours)
- Using Evidence and Feedback to Increase Learning (2 hours)
- Fostering Student Ownership of Learning (2 hours)
- Leading Formative Instructional Practices (2 hours)

Online Learning Time: 12 hours



FIP LEARNING RESOURCES

(Available after account login)

EXPECTED ACTIONS

Use the additional FIP learning resources:

- Reflection Questions Template—Leading FIP for Student Success
- Confirming Your Practice for School Leaders
- Setting Goals for Formative Instructional Practices—School Leaders
- “I Used to Think, But Now I Think” Reflection Template
- Facilitating Formative Instructional Practices Guide

School leaders and coaches should:

- Establish a learning environment where trust is high, and risk-taking is rewarded. Leverage the experiences of early adopters.
- Keep a record of your reflection question answers from each course.
- Share and discuss your learning with other school leaders and coaches.
- Determine if you need to identify other initiatives for selective adoption and implementation of FIP with fidelity.
- Set a few personal goals for further implementation of FIP in your school.
- Link FIP to existing school improvement initiatives.
- Plan how FIP will be implemented across the district and/or school.
- In a professional learning team, determine collaboratively a specific strategy that teachers will implement in classrooms with students.
- Allow teachers to practice and observe each other using the strategy and provide feedback on its use.
- Observe classrooms for use of the FIP strategy and offer feedback.
- Chart, share, and discuss with the faculty the percentage of observed classrooms using the strategy by teachers and the leader.

Additional Learning Time: 6–8 hours

Total Time for Professional Learning: 18–20 hours (Suggested Credit: 1 to 2 PLUs)

Credit Hours FIP Foundations for Leaders

Option 2: FIP Essentials for School Leaders and Coaches Course Series

This course series is designed for school leaders and coaches who desire a basic understanding of FIP for their school or district. After completing the courses, leaders and coaches will understand the core components of FIP.

The Essentials Series consists of two courses:

- Introducing Formative Instructional Practices (2 hours)
- Leading Formative Instructional Practices (2 hours)

Online Module Learning Time: 4 hours



FIP LEARNING RESOURCES

(Available after account login)

EXPECTED ACTIONS

Use the additional FIP learning resources:

- Reflection Questions Template—FIP Essentials for School Leaders
- Confirming Your Practice for School Leaders
- Setting Goals for Formative Instructional Practices—School Leaders

School leaders should:

- Establish a learning environment where trust is high, and risk-taking is rewarded. Leverage the experiences of early adopters.
- Keep a record of your reflection question answers from each course.
- Share and discuss your learning with other school leaders and coaches.
- Set a few personal goals for further implementation of FIP in your school.

Additional Learning Time: 6 hours

Total Time for Professional Learning: 10 hours (Suggested Credit: 1 PLU)



LEARNING OPPORTUNITIES BEYOND FIP FOUNDATIONS

Several Ways to Learn

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

Reaching Every Student (3 Courses)

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



FIP COURSES	LEARNING RESOURCES	PROFESSIONAL LEARNING TIME
FIP: Reaching English Language Learners	Reaching Every Student Facilitation Guide and Participant Materials	Course Learning Time: 2 hours Collaborative Learning Time: 1.5 hours
FIP: Reaching Students with Disabilities	Reaching Every Student Facilitation Guide and Participant Materials	Course Learning Time: 2 hours Collaborative Learning Time: 1.5 hours
FIP: Reaching Gifted Students	Reaching Every Student Facilitation Guide and Participant Materials	Course Learning Time: 2 hours Collaborative Learning Time: 1.5 hours

Total Time for Professional Learning Available: 10.5 hours (10 hours = 1 PLU)

Credit Hours Reaching Every Student Series

LEARNING OPPORTUNITIES FOR EDUCATORS TO GO DEEPER WITH FIP

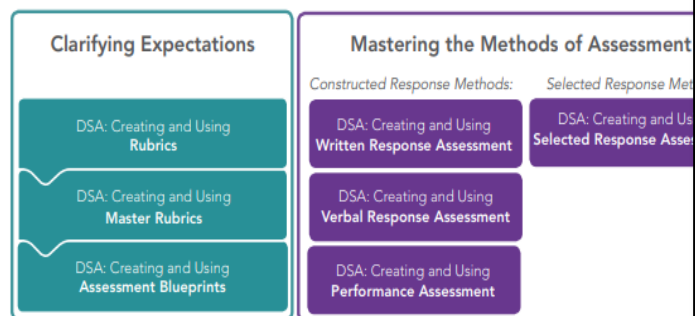
Designing Sound Assessment (DSA) Learning Path

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

Expected outcomes should enable educators to be able to:

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

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



Several Ways to Learn

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

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

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

Credit Hours Designing Sound Assessments Series



WITH A PROFESSIONAL LEARNING TEAM

Educators can use the DSA online learning modules and learning resources collaboratively with a team in a coached/facilitated learning environment. This approach provides educators with a deeper and more structured learning experience.

The DSA learning path consists of eight modules, along with an overview of the series:

- DSA: Series Overview (5–10 minutes)
- DSA: Creating and Using Rubrics (2 hours)
- DSA: Creating and Using Master Rubrics (2 hours)
- DSA: Creating and Using Assessment Blueprints (2 hours)
- DSA: Creating and Using Written Response Assessment (2 hours)
- DSA: Creating and Using Verbal Response Assessment (2 hours)
- DSA: Creating and Using Performance Assessment (2 hours)
- DSA: Creating and Using Selected Response Assessment (2 hours)
- DSA: Designing and Critiquing Sound Assessment (2 hours)

Online Module Learning Time: 16 hrs

DSA LEARNING RESOURCES

USE THESE ADDITIONAL DSA LEARNING RESOURCES:

Key Downloads from Modules:

- Rubric Design Guide and Reflection Protocol (1–2 hours)
- Master Rubric Design Guide and Reflection Protocol (1–2 hours)
- Assessment Blueprint Design Guide and Reflection Protocol (1–2 hours)
- Written Response Design Guide and Reflection Protocol (1–2 hours)
- Verbal Response Design Guide and Reflection Protocol (1–2 hours)
- Performance Assessment Design Guide and Reflection Protocol (1–2 hours)
- Selected Response Design Guide and Reflection Protocol (1–2 hours)
- Pre-Assessment Design Guide and Reflection Protocol (1–2 hours)
- Interim Assessment Design Guide and Reflection Protocol (1–2 hours)
- Post-Assessment Design Guide and Reflection Protocol (1–2 hours)

The design guides provide an opportunity to practice your new learning and reflect on your progress.

Additional Learning Time: 10–20 hrs

Facilitation Guides:

- Designing Sound Assessment Series Overview Facilitation Guide (30 minutes)
- Clarifying Learning Expectations Facilitation Guide (5 hours)
- Mastering the Methods of Assessment Facilitation Guide (6 hours)
- Putting It All Together Guide (5 hours)

Each facilitation guide comes with agendas that organize the activities into smaller amounts of time allowing for flexibility in their use.

Collaborative Learning Time: 16 hrs 30 mins

EXPECTED ACTIONS

Educators should:

- Form a professional learning team led by a facilitator or coach.
- Plan a schedule for module completion and team meeting dates.
- Complete reflection questions and design practice activities as each module is completed.
- Using the DSA Facilitation Guides module downloads, actively participate in facilitated learning activities to confirm new learning and current practices.
- Make a commitment to move new learning forward by setting individual and team goals.
- Intentionally implement new learning to meet goals.
- Teach students how to use sound assessment design to advance their own learning; ask for their feedback.
- Share successes and challenges, providing each other feedback to move learning and practice forward.

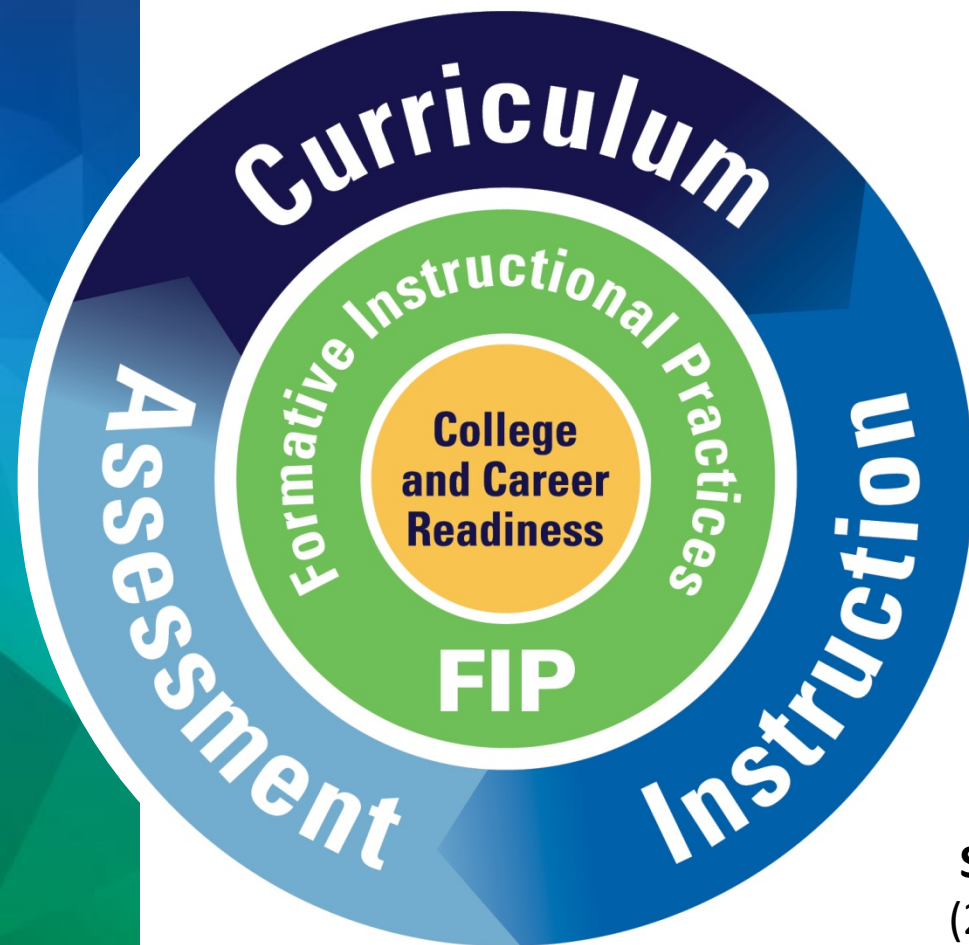
Total Time for Professional Learning: 42–52 hours (Suggested Credit: 5 PLUs)

How can FIP resources support school improvement planning?

Perspective on Use of Formative Assessment from GSAPS

During the 2019-2020 school year:

- 50 GSAPS conducted at federally identified schools or by school/district request
- Coherent Instruction Structure 3: Use of a balanced blend of assessments
- Of the 50 GSAPS
 - 1 school was rated Operational (2%)
 - 3 schools were rated Not-Evident (6%)
 - 46 schools were rated as Emerging (92%).
- Of the 50 GSAPS, SDE teams recommended a target action specifically addressing the use of formative assessments in 25/50 (50%) GSAPS reviews.



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.

Leveraging Use of FIP in a SIP

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

School's Priority: (Given the goals identified, what problem needs to be addressed to achieve these goals?)

Implement rigorous curriculum through the use of evidence based instructional strategies in math in order to increase performance developing, proficient, and distinguished categories by 15%

Desired Outcome: (What will be different if you are successful in addressing this priority?)

Student level of proficiency will increase in the on-grade level, distinguished and proficient categories.

Teachers will have clear learning targets and students learning experiences will align with their individualized needs. As a result, students will be able to articulate learning goals and effective learning paths will be designed by teachers to meet the needs of the students.

School Leader Responsible:

Principal/Instructional
Coach

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

What evidence do you have to support this hypothesis?)

Students lack the foundational and readiness skills needed to perform on grade level.
Teachers need additional support to provide instruction that changes the learning trajectory of students.

ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
<p>Teachers will create weekly common assessments based on the standards that are outlined in the district pacing guide on RUBICON.</p> <p><u>FIP Consideration:</u></p> <p><i>It is great that your plan's Desired Outcome addresses GSAPS Coherent Instruction-Structure 3. To support this outcome and the identified Root Cause, I'd like to suggest FIP Online Professional Learning for teachers and leaders. Specifically, FIP course 001 explains why and how appropriate use of formative instructional practices contribute to student learning. FIP course 002 shows how to break a standard apart and communicate clear learning targets so students can know what they are responsible for learning. FIP course 003 teaches how to collect and document evidence of student learning based on the four different kinds of learning targets. FIP 004 shows how to use lesson-based formative assessment results to give feedback to students so they can improve. FIP 005 helps teachers learn how to facilitate student ownership of learning. The FIP flyer at the link below shares more information about the 5 Core Courses: https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/FIP/FIP_Foundations_PLU_Quick_Reference.pdf</i></p> <p><i>FIP professional learning is at no cost to GA districts/schools. Here is the webpage: www.gadoe.org/GeorgiaFIP Let me know if you'd like more information on FIP.</i></p>	<p>Teachers in grades 4-8 will complete weekly assessments. Data analysis will be facilitated by the Instructional Coach.</p> <p><i>FIP Consideration:</i> <i>Leaders & Teachers take FIP courses concurrently</i></p>	<p>By January 11, all teachers will have tests created in performance matters for the remaining month of January.</p> <p>By January 18, 2019 teachers will begin tracking student performance on standards on the district pacing guide.</p> <p><i>FIP Consideration:</i> <i>TBD</i></p>	<p>Rubicon, district pacing guides, weekly assessments, target student charts.</p> <p><i>FIP Consideration:</i> <i>School-unique FIP Access Code; Timeline to enroll/complete each course; Format and schedule for PLC mtgs. & Embedded Classroom Practice Time with Peer Feedback prior to feedback from leaders</i></p> <p>https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/FIP/Georgia_FIP_All_Courses_Flyer.pdf</p> <p>https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/FIP/Locating_FIP_Codes_in_GaDOE_Portal_Account_2019-2020.pdf</p> <p>https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/FIP/Getting_Started_with_FIP_Districts.pdf</p>
<p>Teachers will utilize scheduled computer lab times with fidelity.</p>	<p>Classroom Teachers, Instructional Coaches, Administration</p>	<p>January 7, 2020.</p>	<p>Walkthroughs will take place to monitor intervention and computer lab times</p>

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Teachers will utilize scheduled computer lab times with fidelity.	Classroom Teachers, Instructional Coaches, Administration	January 7, 2020.	Walkthroughs will take place to monitor intervention and computer lab times
Professional learning library will be created in one drive of recorded lessons. teachers will provide targeted feedback to their peers. FIP Consideration: <i>Share resource on FIP/TAPS https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/FIP/FIP_to_TAPS_Crosswalk.pdf</i>	Classroom Teachers Instructional Coaches	January 17, 2020	Recording device, TKES appraisal rubrics

PROGRESS INDICATORS

Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
<p>Teachers will implement schoolwide interventions</p> <p>FIP Consideration:</p> <ol style="list-style-type: none"> Teachers will be able to write one lesson plan that shows a standard deconstructed, ordered into the learning progression with learning target/goal for the lesson identified. Teachers will be able to plan a lesson with an appropriate formative assessment and use resulting information to address students' misconceptions or offer acceleration. Students will be able to articulate learning goals. Student work samples will show how much students have learned. Students will be able to state if they met their learning goal or not, and what they need to do next for learning. <p>Suggested Resource: https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/FIP/Getting_Started_with_FIP_Teachers.pdf</p>	<p>Targeted feedback will be provided by administration and instructional coaches</p> <p>FIP Consideration: <i>Feedback on use of the identified FIP process will be provided from students, through peer observations, from instructional coaches and/or the principal. Based on feedback, use of the FIP practice may need to be refined through more classroom-based practice, expanded or another FIP process may be added for use with students depending on the results collected for evidence of learning. The FIP PLC and/or grade-level meetings will guide this decision</i></p>
<p>All teachers will have daily agenda and current instructional framework posted daily</p> <p>FIP Consideration: <i>Learning targets/goals from the learning progression will be posted for students to know what they are responsible for learning.</i></p>	
<p>Teachers will begin conferencing with students regarding performance on iReady and math intervention activities and as weekly common assessments are shared</p> <p>FIP Consideration:</p> <p><i>~In addition to iReady and common assessment data, student work samples will show progress over time in meeting learning targets.</i></p> <p><i>~Teachers will be able to model for students how to use a self-assessment rubric. Consider FIP Course FP41051: Creating and Using Rubrics: https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/FIP/FIP%20PLUs%20for%20DSA.pdf</i></p>	<p>Teachers will conduct conferences with students where goals are crafted and targets are collectively set. Teachers will have "data" talks with students to encourage them to be responsible for their own learning and reaching instructional goals.</p>

PROGRESS INDICATORS	
Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
During collaborative planning instructional coaches will use recorded videos to spearhead peer feedback	Teachers will collaboratively suggest next steps using TKES instrument. (2 glows and 2 grows). A T-Chart will be used to script the lesson and note what students are doing and what teacher is doing.
Students will be able to articulate learning goals and targets as indicated on strengths and weaknesses on weekly common assessments	Student will track data in individual data binders.
<p>To promote self-directed learning, students will track their own progress on a data chart posted in the room then secure needs-based activities from a standards box.</p> <p><i>FIP Consideration: Students will be able to use rubrics to self-assess where they are in their learning for a specific learning target/goal at the end of each lesson: "Novice," "Intermediate," "Mastery." Students will be able to discuss their self-assessment rubric and work during teacher conferences.</i></p>	Standards based on students' data needs.

Further Considerations...GSAPS/SIP/FIP

CI-1: Planning for Quality Instruction – the structure of the instructional system in which teams plan what the students should know and do, and determine how their students will show they know the content and can do a skill or performance task *(FIP Courses 001, 002, 003)*

CI-2: Delivering Quality Instruction – the structure of the instructional system that guides teachers in how they introduce content, practice its use along with the students, and then allow students to use the content on their own while providing students regular standards-based feedback to gain mastery of the content *(FIP Courses 004, 005)*

CI-3: Monitoring Student Progress – the structure of the instructional system that methodically discovers if the students are getting the content, and what to do about it when they are getting it or are not getting it *(FIP Courses 003, 004, 005)*

Note: FIP provides professional development to specifically support EL learners Gifted learners and students with disabilities in *(FIP Courses 1080, 1081, 1082)*.

How can schools consider FIP Online Learning for school improvement planning?

Next Steps

Using Georgia FIP Web Page Resources to Support Improvement Planning
FIP Webinar 2: Reflection Guide

1. Review the data for your school that relates specifically to GSAPS Coherent Instruction Structure 3: Use of a balanced blend of assessments. Could using Formative Instructional Practices (FIP) Online Professional Learning benefit your school improvement work? How?
2. Are there any improvement initiatives that you are currently engaged in that are not developing teachers' capacities to improve student learning outcomes as you anticipated? Do you have data to support this? Do the data warrant other considerations are needed or not?
3. Are there any improvement initiatives that could be identified for selective abandonment so that FIP could be considered and used?
4. Is additional information needed to decide if FIP could assist your improvement efforts? If so, what and whose assistance would be helpful?

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

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Richard Woods, Georgia's School Superintendent
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Download:

**FIP
Webinar 2
Reflection
Guide**

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