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 to meet student needs?*	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 ace the pre-assessment, I will assess further to determine exactly where they need to enter the learning. From there, I will use the data, targets, and progressions to plan appropriate learning for each student and/or group. This includes sharing the targets with my students.

Outcomes *How will the professional learning impact practice and support my students' growth?*	By defining the standards at progressive levels of mastery, I will be able to use assessment more accurately and efficiently. Plus, I will gain confidence that I am providing students the rigor, content, and skills called for in the standards. With a clear progression: • My students and I will be able to measure both achievement (Where am I now?) and growth (How far have I come?) • Incremental success with the standards will be visible, recognized, celebrated, and built upon. I will grow in my knowledge and use of: • Standard 1: Professional Knowledge • Standard 2: Instructional Planning • Standard 3: Instructional Strategies • Standard 5: Assessment Strategies • Standard 6: Assessment Uses
Target Completion Date	October 30

How will I know I am making progress and achieving my goal?

- Analyze students' oral responses, practice work and mid-unit quizzes to determine if they are making adequate progress from where they entered the learning.
- Have students classify work samples by learning targets. They should be able to do so before the test.
- Survey students about their confidence and understanding of the learning targets.
- Review unit post-assessment data. The data should confirm the learning that has been tracked and monitored since the start of the unit.

What supports might I need to complete the activity and achieve my goal?

- Access to FIP online courses
- PLC time to discuss course content and create my professional learning progression with my grade-level colleagues
- Time to meet with grade-level colleagues to discuss, review, and refine deconstructed standards
- Assistance from the principal to provide protected and hold-harmless time to learn and practice
- Observations and feedback from my principal and/or coach to see the impact of my work on student learning based on my growth goal

FORMATIVE INSTRUCTIONAL PRACTICES

Find even more ideas for how you can model and support FIP. Visit www.gadoe.org/GeorgiaFIP.