Introduction and Overview

Formative Instructional Practices Online Professional Learning

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

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

- Assist leaders, coaches and teachers in understanding and using formative and summative assessment information accurately and fairly with students

Formative Instructional Practices Defined

"It is not the instrument that is formative; it is the use of the information gathered ."
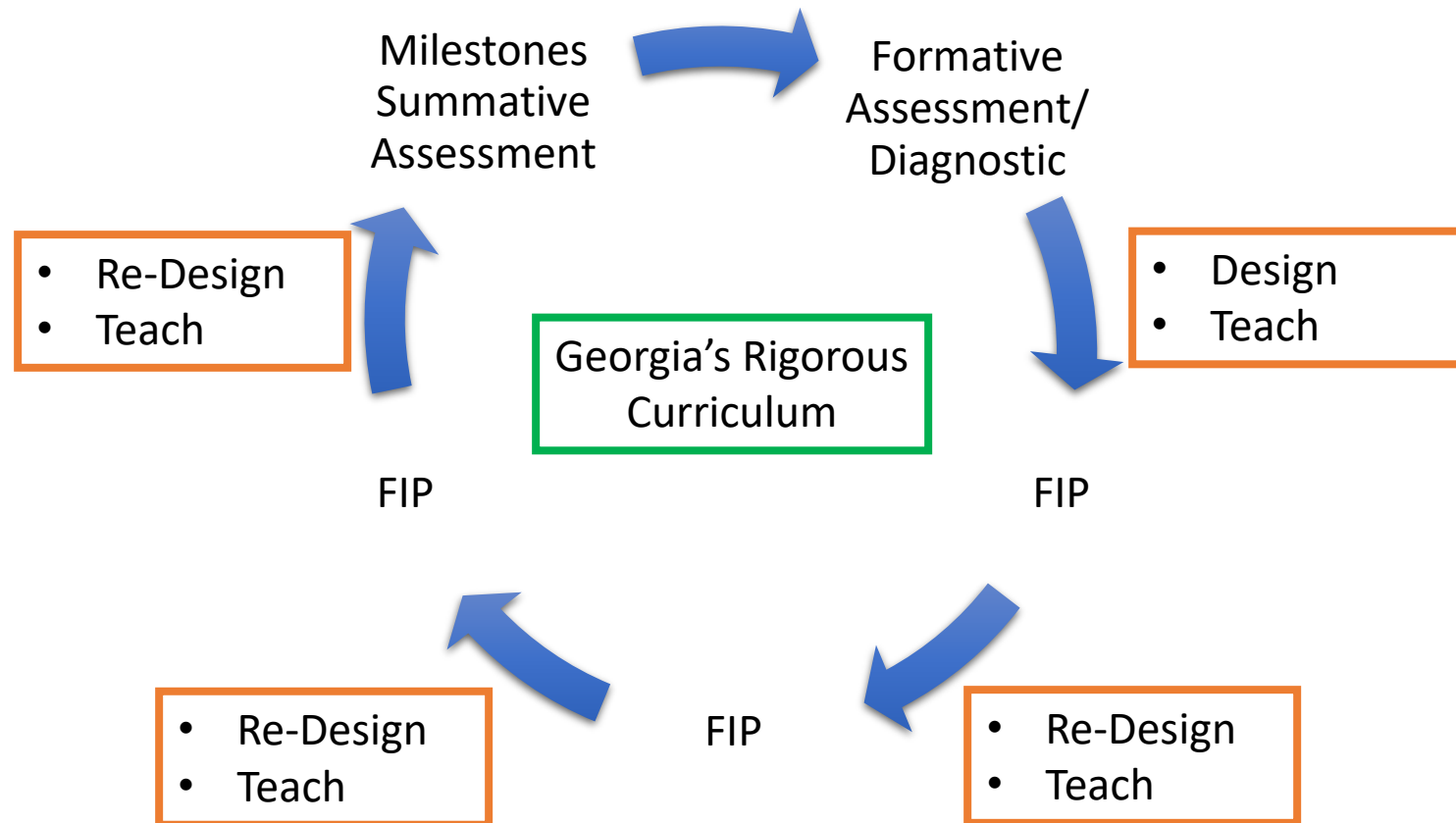**(Chappuis, 2009)**

Formative Instructional Practices (FIP) are intentional behaviors that both 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

Formative Instructional Practices (FIP)

Milestones Summative Assessment

Formative Assessment/ Diagnostic

- Re-Design
- Teach

Georgia's Rigorous Curriculum

- Design
- Teach

FIP

FIP

- Re-Design
- Teach

FIP

- Re-Design
- Teach

Why Consider FIP for Improvement?

Content in FIP Online Professional Learning directly supports the five systems of Georgia's System of Continuous Improvement (GSCI).

Coherent Instruction: Districts and schools must have an established shared <mark>instructional guidance system</mark>

Effective Leadership: A major support necessary for an effective <mark>instructional guidance system</mark> is leadership in the school and at the district level

Professional Capacity: In addition to effective leadership, schools, to improve, <mark>particularly in instruction</mark>, 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 <mark>in the core instructional</mark> work of the school

Supportive Learning Environment: A school must design a system that organizes the efforts in the school to <mark>meet the differing needs of all students</mark>
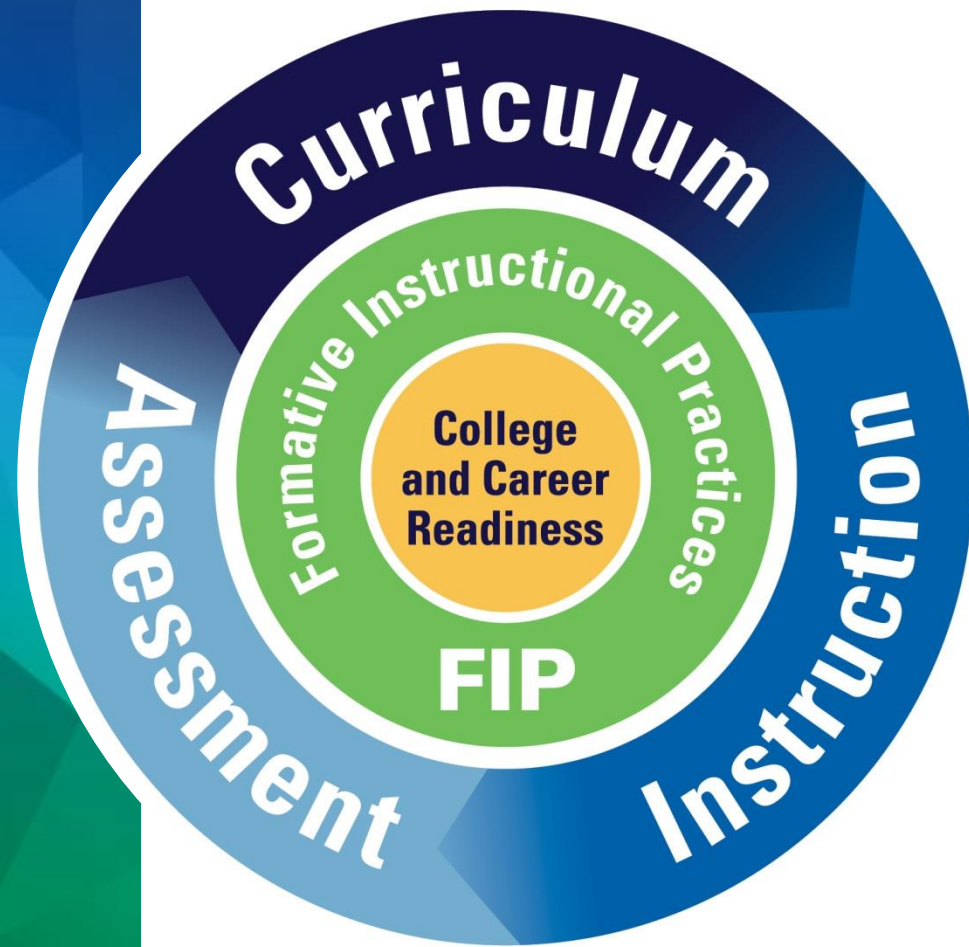
Where is the "HOW?" Many of my fellow teachers and I understand the need for more rigor and challenging our students to help them achieve. We get it. What is lacking is the "how." How is teaching with the new standards different from teaching with the old?

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.

FIP professional learning can assist.

Let's Talk About GA FIP Professional Learning Content

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FIP Series and Courses (29 Options)

- Foundations for Understanding FIP (5 core courses)

- Leading and Coaching FIP (1 course)

- Creating Clear Learning Targets (6 courses)

- Reaching Every Student (3 courses)

- Designing Sound Assessments (10 courses)

- *Assessment 101: Empowering Leaders and Teachers to Engage Parents in Student Learning (3 courses)*

Foundations (Core) Courses: Formative Instructional Practices

1. **Introducing Formative Instructional Practices**

   • Understand what formative instructional practices are

   • Become familiar with key research findings related to the effects of formative instructional practices on student achievement

2. **Creating and Using Clear Learning Targets**

   • Understand the benefits of learning targets

   • Know how to ensure learning targets are clear to the teacher

   • Know how to make learning targets clear to students

Foundations (Core) Courses: Formative Instructional Practices

3. **Collecting and Documenting Evidence of Student Learning**

   - Know how to collect accurate formative evidence of student learning

   - Know how to document formative evidence of student learning

4. **Using Evidence and Feedback to Increase Learning**

   - Know how to use methods of assessment formatively in order to analyze evidence of student learning

   - Understand what makes feedback effective

   - Know how to provide effective feedback to students

Foundations (Core) Courses: Formative Instructional Practices

5. **<u>Fostering Student Ownership of Learning</u>**

- Know how to prepare students to give each other effective feedback

- Know how to prepare students to self-assess with a focus on learning targets

- Know how to prepare students to create specific and challenging goals

- Know how to prepare students to track, reflect on, and share their learning with others

Leadership Courses: Formative Instructional Practices

6. <u>Leading Formative Instructional Practices</u>

- Know how to promote formative instructional practices and support school-wide change

- Know how to lead quality formative instructional practice implementation in your school

- Understand the importance of developing a balanced assessment system

Target audience: Facilitators, coaches, teacher-leaders, district and school leaders participate *after* the taking the Foundations Modules

Additional FIP Courses: *Creating Clear Learning Targets,* and *Reaching Every Student* Series

Creating Clear Learning Targets

- Creating Clear Learning Targets for ELA in Elementary School
- Creating Clear Learning Targets for ELA in Middle School
- Creating Clear Learning Targets for ELA in High School
- Creating Clear Learning Targets for Math in Elementary School
- Creating Clear Learning Targets for Math in Middle School
- Creating Clear Learning Targets for Math in High School
- Non-Core: Creating Clear Learning Targets in Physical Education

Reaching Every Student

- Formative Instructional Practices: Reaching Students with Disabilities
- Formative Instructional Practices: Reaching English Language Learners
- Formative Instructional Practices: Reaching Gifted Students

Designing Sound Assessment Series

- Overview of Designing Sound Assessment Series
- Creating and Using Rubrics
- Creating and Using Master Rubrics
- Creating and Using Assessment Blueprints
- Creating and Using Written Response Assessments
- Creating and Using Verbal Response Assessments
- Creating and Using Performance Assessments
- Creating and Using Selected Response Assessments
- Designing and Critiquing Sound Assessments: Putting the Pieces Together
- Implementing Evidenced-Based Grading: Master Rubrics Make it Doable

Assessment 101: Empowering Leaders and Teachers to Engage Parents in Student Learning Series

- A Purposeful Approach to Assessment

- The Georgia Student Assessment Program

- Data Talk: Understanding and Communicating Assessment Results

Learning Options for FIP

Options for Professional Growth
* Recommended for Optimum Learning

1. Professional Learning Community *

2. With Professional Friends

3. On my Own

Learning Components

Recommended for Professional Learning Community (PLC)

- **Online Course Completion**
Individually (earns certificate of course completion)

- **Confirming Learning (online monitoring of course completion)**
Ensures that educators have completed the assigned FIP course

- **Confirming Practice***
PLC leader **f**acilitates reflection and discussion about educator practice

- **Confirming Commitment***
Educators set goals and take action based on what they've learned from the course and PLC discussions

- **Reflection***
Educators gather to discuss what they learned from implementing selected goals, plan for refinement and practice again

Formative Instructional Practices are Best Practices

Best Practices

LEARNING TARGETS ARE CLEAR

- Students can answer the question, **"Where am I going?"**

EVIDENCE OF STUDENT LEARNING IS COLLECTED AND DOCUMENTED

- Students use this evidence to answer the question, **"Where am I now?"**

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Best Practices

FEEDBACK IS EFFECTIVE

- Students use effective feedback to answer the question, **"Am I on the right path?"**

STUDENTS TAKE OWNERSHIP OF THEIR LEARNING

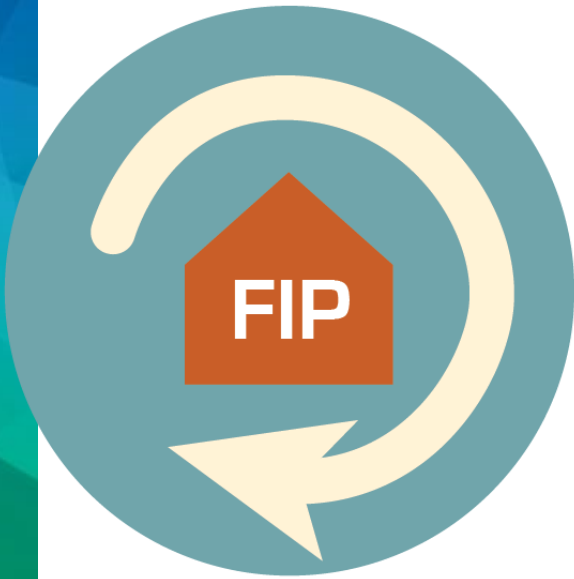- Students can answer the question, **"What do I need to do to be successful?"**

Best Practices

Parents are clear about learning targets and understand what their child knows and can do while working towards mastery of the standards. As a result, the school-to-home connection can improve.

Best Practices

Leaders can more effectively model and support the practices they want teachers and students to master for overall teaching and learning improvement.

School leaders can provide more targeted feedback to teachers, establish clear learning targets for the faculty's use of FIP strategies, and create support structures that foster success.

FIP Feedback Survey

Historical Data
Optional Participation in FIP Feedback Survey
(survey disseminated through the RESAs)

Question 5:

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

Mean Percentage of Respondents Rating FIP as Useful

Years	Number of Survey Participants	Positive Perceptions on Usefulness of FIP
2017-2018 to 2022-2023	1,910	94%

FIP Teacher Feedback Survey

Sample anecdotal comments for Question 5 are below.

~It's like a map of "how to" and this is very helpful for all teachers in a PLC.

~Learning how to create rubrics and understanding student's progress has proved to be very useful in my PLC group.

~This is one of the best online courses I have taken online.

~ 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.

~ I learned a lot about doing assessments in my classroom. I teach children with autism and it wasn't easy knowing how to assess students with disabilities. However, now I am more proficient and confident to assess my students based on performance.

FIP Teacher Feedback Survey

Sample comments are below in response to the question, **"Please list any changes that you've made in your work that are a direct result of participating in Georgia FIP professional learning**

~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.

~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.

~The module on creating sound rubrics has greatly helped me in the classroom. Creating rubrics takes a lot of time and can be frustrating.

~I unpack my standards better. Have created assessments first to guide my lesson. This has been very helpful in teaching writing.

~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.

Getting Started with FIP Professional Learning
Access, District Implementation and Course Hours

Accessing GA FIP Online Learning

K-12 public school educators can access courses at the GaDOE website for GA FIP when they have a unique access code and use their work email address to create an online learning account. Click the **login link** and have in hand your central office or school-unique FIP access code. Obtain access codes from the district-level Test Coordinator. Access codes are in the Test Coordinator's GaDOE Portal Account.

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

Landing Page for FIP Account and Catalog

Georgia FIP
The Keys to Student Success

DEBORAH

HOME HELP MESSAGES ACCOUNT

Welcome, Deborah

ONLINE LEARNING

Enhance your practice through BFK·Learn.

Richard Woods

Georgia FIP
The Keys to Student Success

DEBORAH

HOME HELP MESSAGES ACCOUNT

BFK·Learn | In Progress | Completed | **Catalog**

Course Catalog

Find courses to start, check out popular or recommended courses, and view courses that have been recently added.

View:

All Courses

Recommended

Recently Added

Course Series

All

Filter Courses By:

TOPIC

☐ Designing Sound Assessment (9)

☐ Formative Instructional Practices (FIP) (26)

☐ Leadership (1)

☐ Teacher Development (26)

TOTAL SEAT TIME

☐ < 1 hour (1)

☐ 1-3 hours (25)

COURSE STATUS

☐ Not Started (26)

Search all courses by course code, name, or topic

All Courses

26 results

SORT BY Course Code: A-Z ▼

FIP CORE FIP001 | Total seat time: 1.5 hours learn more
Introducing Formative Instructional Practices
"Where am I going? Where am I now? How can I close the gap?" Learn what formative instructional practices are, the key research findings of their effects on student achievement, and a few ways to get started with formative instructional practices in your classroom, school, or district. There are... View More

FIP CORE FIP002 | Total seat time: 1.5 hours learn more
Creating and Using Clear Learning Targets
Clear learning targets are statements of the intended learning. Learning targets can be stated to clarify the ultimate intent of the standard or they can define what students should know and be able to do on a day-to-day basis. Learn how to create clear learning targets to use in your own... View More

FIP CORE FIP003 | Total seat time: 1 hour learn more
Collecting and Documenting Evidence of Student Learning
Any evidence of student learning you collect and document needs to be an accurate reflection of what students should know or are able to do in relation to the defined learning targets. In this module, you will learn about key aspects of assessment quality to ensure accuracy. This includes how... View More

PLC Leader and Participant Resources for Each Course

- Become familiar with the key research findings related to the effects of formative instructional practices on student achievement.
- Know a few ways to get started with formative instructional practices in your classroom, school, or district.

COURSE SUMMARY

"Where am I going? Where am I now? How can I close the gap?" Learn what formative instructional practices are, the key research findings of their effects on student achievement, and a few ways to get started with formative instructional practices in your classroom, school, or district. There are many practices of teachers and students that allow assessment to serve its purpose and define it as an integral part of the teaching and learning process—a process that starts with the standards but plays out in assessment events and reaps its benefits in the learning that occurs day-to-day and even minute-by-minute in the classroom. This is where students are taught to use the assessment process to guide their own learning.

SYLLABUS

Introducing Formative Instructional Practices

Total seat time: 1.5 hours
- ○ Why FIP?
- ○ FIP Foundation Series Overview
- ○ Core Components and Research
- ○ FIP in the Field

Videos

Videos include scenarios and examples of what formative instructional practices look and sound like in action.

- ▪ FIP Your School Sutter Park Preschool
- ▪ The Formative Classroom
- ▪ Storyline: Waynesville
- ▪ Why FIP? Aligning to Change
- ▪ The Impact of FIP in the Classroom
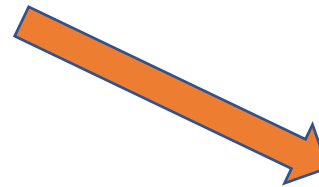
Additional FIP Resources

Supporting materials, including downloads from the learning items.

- ▢ Five Keys to Quality Classroom Assessment
- ▢ Top Ten Lessons Learned

Professional Learning Team Resources

Use these materials with your professional learning team to turn learning into action.

- ▢ Facilitation Guide
- ▢ Participant Handouts

Starting FIP in a District

- Visit the FIP Resources Web Site: https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/FIP_Resources.aspx

- Download and study the files, *Getting Started with FIP Districts*, and *FIP IT Requirements*

- Take the FIP Foundations (Core) Courses (1-5) to plan a FIP implementation with key district leaders and build support for the implementation.

- Develop a plan and timeline for implementation, link FIP to existing improvement efforts. Download the alignment of FIP to TKES and LKES from the FIP Resources web site.

- Think about how FIP can improve teaching and learning in Targeted Support and Improvement Schools (TSI), and in Comprehensive Support and Improvement Districts and Schools (CSI)

- There are numerous ways to implement FIP in a district.

- Consider how the RESA can assist with implementing FIP.

FIP Sample Implementation Plan

Sample Plan #1

District Level: District's Test Coordinator or FIP Team presents the "GA FIP Overview Presentation" to identified FIP Facilitators. FIP is implemented in schools that need to participate in professional learning based on Tier I core instruction data.

FIP Facilitators take and study the Foundations Courses and associated materials to lead PLC discussions and coach teachers and/or leaders in the application of FIP processes. FIP Facilitators create an implementation plan.

FIP Sample Implementation Plan

Sample Plan #2

District Level: District's Test Coordinator <u>or</u> FIP Team presents the "GA FIP Overview Presentation" and assigns completion of FIP Foundations Courses FIP001 and FIP006 to district leaders and/or principals by an agreed-upon deadline.

School Level: Principals are given the option to decide when to take, and how to lead FIP Foundations Courses 1-5 with teachers using Professional Learning Teams. If opted, principals share their FIP plans with the district's FIP Team, and continually update the district's FIP Team on the school-level implementation of FIP.

FIP Sample Implementation Plan

Sample Plan #3

RESA Level:

__Communication__ - RESAs communicate the availability of FIP PLC face-to-face or virtual sessions for teachers, coaches and leaders.

__Build Capacity__ – RESAs offer scheduled professional learning communities for teachers, coaches and leaders that deepen understanding of the content of the FIP Foundations courses, support educators in goal-setting and determining action steps for use of FIP strategies in schools and classrooms.

Earn FIP Course Credit Hours

Georgia FIP
The Keys to Student Success

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			
• *Includes 5 Foundation Courses* 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. **This course series can be used by teachers in several ways. Three different approaches are listed below:**			
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) • *Includes 5 Foundation Courses + Leading FIP Course* 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.	12 hours	6—8 hours	18—20 hours (2 PLUs)
Option 2: FIP Essentials for Leaders and Coaches Course Series • *Includes 2 Courses—Introducing FIP and Leading FIP* 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.	4 hours	5—6 hours	9—10 hours (1 PLU)

Other Considerations

1. Involve the technology department from the onset.
2. Identify the participants for FIP Professional Learning: (pilot, volunteers, cluster of schools needing improvement, districtwide or selected teacher-leaders)
3. Consider Learning Options: (a) Professional Learning Team (PLT), (b) Group of Colleagues/Friends, or (c) On My Own
4. Develop a timeline for completion of each online course that includes PLC time with goal-setting, classroom practice, reflection, discussion and more practice of FIP processes.
5. Plan for awarding professional learning unit credits (PLUs).
6. Determine if funds exist for stipends or honorariums as an option.
7. Organize a communication plan that links FIP to existing work.
8. Identify material needs for professional learning.
9. Use this PowerPoint and other tools on the FIP web pages for assistance
10. Develop a method for obtaining feedback about the implementation, and a monitoring system that includes use of the online administrative features in FIP.

Georgia Department of Education FIP Online Learning Team

Dr. Allison Timberlake
Deputy Superintendent
Assessment and Accountability
470.579.3021
atimberlake@doe.k12.ga.us

Kelli Harris-Wright, Ed.S.
Specialist - GA FIP
470.579.6329
kharris-wright@doe.k12.ga.us

Dr. Sandy Greene
Director
Assessment Administration
470.579.5395
sgreene@doe.k12.ga.us