Georgia FIP
The Keys to Student Success

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,
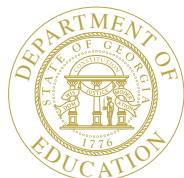### Try This:

- 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.

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Try This:

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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: Fostering Student Ownership of Learning,
Try This:

- Share assessment results with your students. Have them mark which targets they missed, which ones they go right, and which mistakes are 'simple mistakes.' Help students create a learning goal with an action plan to achieve in the next few days.
- Use examples of anonymous student work from the lesson to verbally model for students how they might reflect and provide feedback to student peers. Samples should include both "strong" and "weak" student responses so that students can see for themselves how to differentiate between work that shows achievement of the learning targets and work that doesn't.
- Solicit and use students' ideas on how to provide peer feedback.
- Provide students with a few simple reflection questions to answer before turning in a piece of work. Model the process for students ahead of time.