Need to Move Instruction Forward? Use FIP

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Session Logistics

- **Handouts:** Session handouts are available for download in the handouts section on your screen and at www.gadoe.org/sdeevents
- **Questions:** Use the question box to type questions or comments throughout the presentation
- **Feedback:** We ask all participants complete the pop-up feedback survey after the close of the session
- **Recording:** A link to the session recording and certificate of attendance will be emailed in 24-hours
- **On Demand:** All sessions will be available on-demand following the conference on the SDE Events and Conference webpage

Session Goals

- Define Formative Instructional Practices (FIP) Online Professional Learning and how it directly supports Georgia's System of Continuous Improvement – *Coherent Instruction*
- Share course content options for FIP
- Provide direct examples of the type of content and processes available through the online courses for leaders and teachers
- Share how to access FIP and implementation options
- Share FIP survey results and anecdotal comments from Georgia educators on the 2019-2020 FIP Feedback Survey
- Watch a short video that shows how learning to use FIP processes contribute to professional growth that results in higher learning outcomes for students
- Respond to questions

FIP Defined
School-District Effectiveness Relationship

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

"The main job of leaders is to improve the performance of those they lead." Dylan Wiliam
Source: Leadership for Teacher Learning: Creating a Culture where all Teachers Improve so That All Students Succeed

Formative Instructional Practices Defined

It is not the instrument that is formative; it is the use of the information gathered.

Formative Instructional Practices (FIP) are **intentional behaviors** that **teachers and students learn to use** to make decisions about learning. FIP processes include the formal and informal ways that teachers and students gather and respond to evidence of student learning.

Georgia FIP is a comprehensive and blended model of professional learning that develops educators' knowledge and use of the practices. All course content is at the Tier I level of evidenced-based practice. FIP online courses include opportunities for educators to practice FIP skills and self-assess their learning journey to ensure a more accurate implementation in districts and schools.

GA FIP online professional learning courses have four foundational components.

1. Using Clear Learning Targets
2. Collecting, analyzing and using evidence of student learning
3. Developing and Using Effective Feedback
4. Fostering Student Ownership of Learning

Why Consider FIP for SDE?

Five systems of GSCI:

Coherent Instruction: Districts and schools must have an established shared instructional guidance system (Particularly GSAPS Structure 3: Use of a balanced blend of assessments)

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

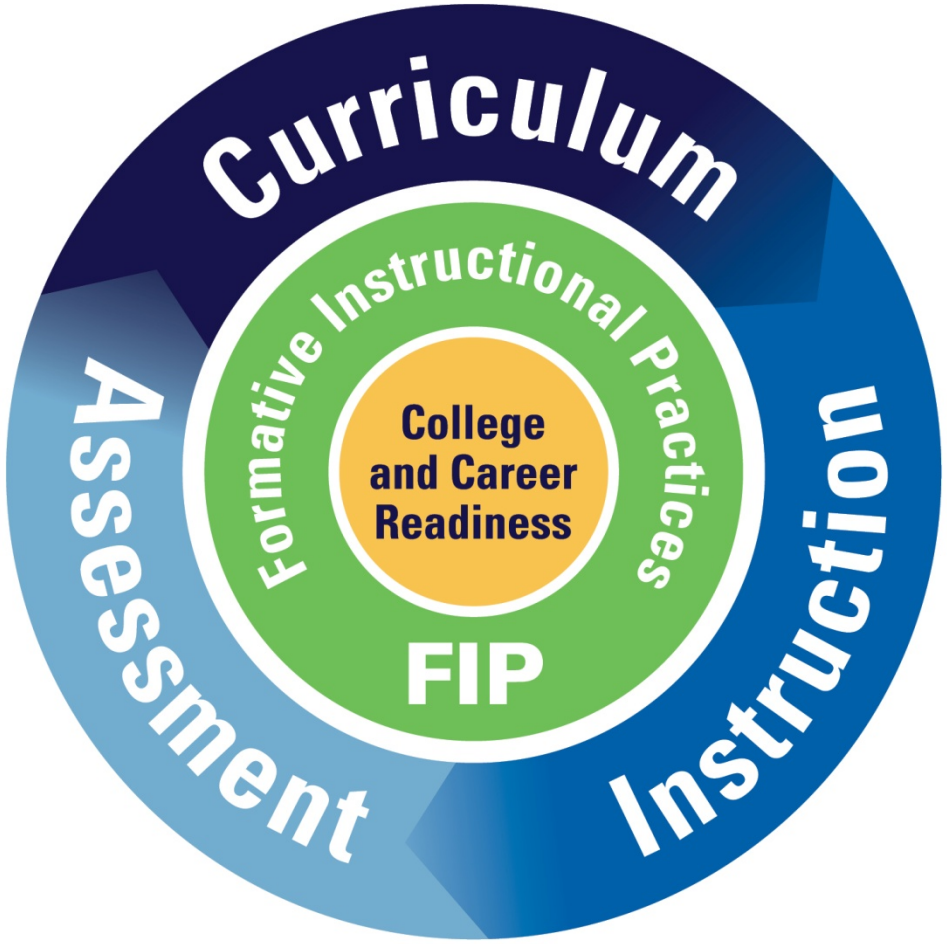
Supportive Learning Environment: A school must design a system that organizes the efforts in the school to meet the differing needs of all students

FIP Directly Supports Coherent Instruction
What is the purpose of the assessment and how will the results be used?

Instructional	Predictive	Evaluative
Tell me how well students are learning each day and where and how to change teaching to close gaps or accelerate learning? GA FIP PL	Tell me how students are likely to perform on the end-of-year assessment? TestPad DRC Beacon Interim Assessment	Tell me which instructional program, approach or teacher was most successful? GA Milestones Assessment System
Formative	**Formative**	**Summative**
Daily	Periodically	District's Testing Window

Adapted from: Gong, B., Marion, S. & Perle, M. (2007). *A framework for considering interim assessments*. Denver, CO: National Center for the Improvement of Educational Assessment.

FIP Course Content



FIP Series and Courses (Download All Courses Handout)

Foundations for Understanding FIP (5 sequential core courses)

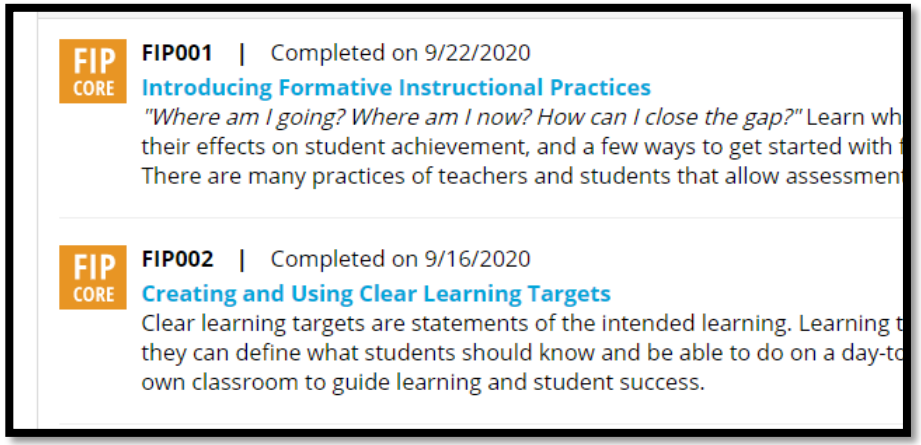
Leading and Coaching FIP (1 course)

Creating Clear Learning Targets (6 courses)

Reaching Every Student (3 courses)

Designing Sound Assessments (10 courses)

Foundation (Core) Courses: Formative Instructional Practices



1. **Introducing Formative Instructional Practices (FIP001)**
   - 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 (FIP002)**
   - 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

Foundation (Core) Courses: Formative Instructional Practices

3. **Collecting and Documenting Evidence of Student Learning (FIP003)**
   - 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 (FIP004)**
   - 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) Course: Formative Instructional Practices

5. Fostering Student Ownership of Learning (FIP005)

- 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 Course:
Formative Instructional Practices

6. Leading Formative Instructional Practices (FIP006)

- Know how to promote formative instructional practices and support school-wide change
- Know how to lead a quality implementation of FIP in your district or school
- Understand the importance of developing a balanced assessment system

Target audience: District and school leaders, facilitators and coaches

Additional Course Series:
Creating Clear Learning Targets and *Reaching Every Student*

Clear Learning Targets

- Creating Clear Learning Targets for ELA in Elementary School (FP1008)
- Creating Clear Learning Targets for ELA in Middle School (FP1009)
- Creating Clear Learning Targets for ELA in High School (FP1010)
- Creating Clear Learning Targets for Math in Elementary School (FP1011)
- Creating Clear Learning Targets for Math in Middle School (FP1012)
- Creating Clear Learning Targets for Math in High School (FP1013)
- Non-Core: Creating Clear Learning Targets in Physical Education (FP1020)

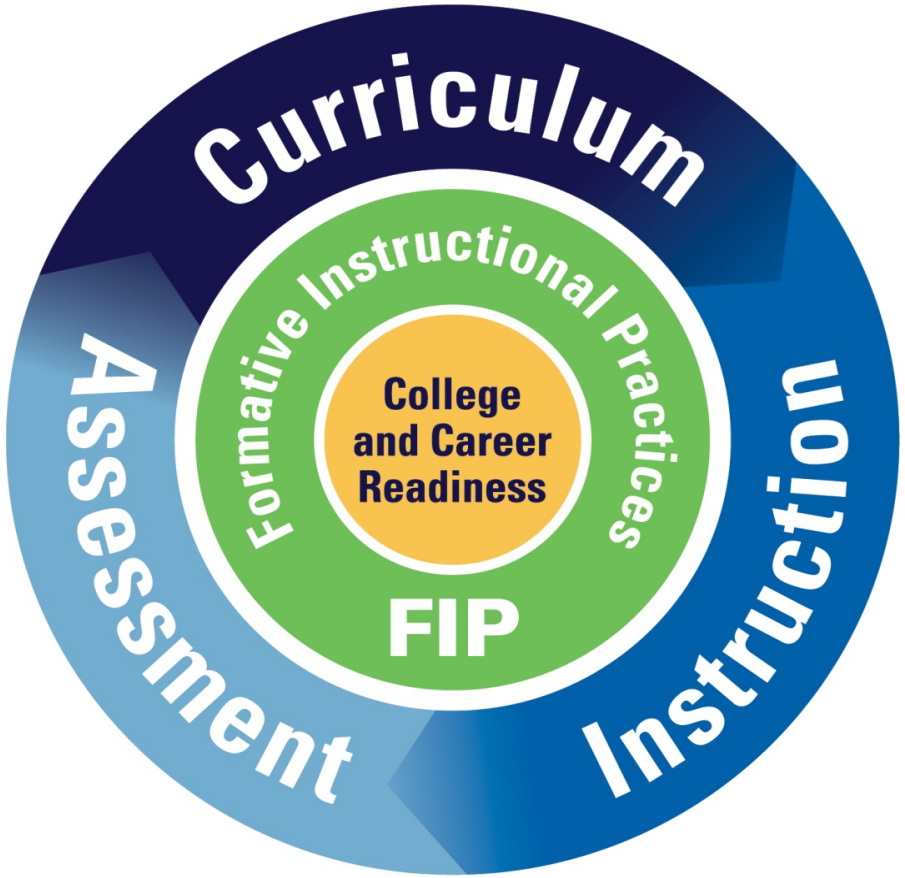
Reaching Every Student Courses

- Formative Instructional Practices: Reaching English Language Learners (FP1080)
- Formative Instructional Practices: Reaching Gifted Students (FP1081)
- Formative Instructional Practices: Reaching Students with Disabilities (FP1082)

Even More FIP Courses…
Designing Sound Assessment Series

- Designing Sound Assessments Overview (FP41050)
- Creating and Using Rubrics (FP41051)
- Creating and Using Master Rubrics (FP41052)
- Creating and Using Assessment Blueprints (FP41053)
- Creating and Using Written Response Assessments (FP41054)
- Creating and Using Verbal Response Assessments (FP41055)
- Creating and Using Performance Assessments (FP41056)
- Creating and Using Selected Response Assessments (FP41057)
- Designing and Critiquing Sound Assessments: Putting it all Together (FP41058)
- Implementing Evidenced-Based Grading (FP41060)

Direct Examples
FIP Content & Resources



Reflection and Acknowledgement

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.

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.

Teachers, schools, and school systems face unprecedented challenges in schools after pandemic-related closures. One of the central challenges will be figuring out how to meet the individual needs of students who had dramatically different experiences while schools were shuttered, and who will need dramatically different academic and non-academic interventions and supports as school begins. ***The priority should be on assessments closest to instruction that help teachers know what to do next.***

If districts or schools purchase anything this fall it should be quality curricula and ***effective professional development to ensure that teachers know how to zero in on high-priority skills and content to meet individual needs****."*

Lake, R. & Olson, L. (July 2020). *Learning as we go: Principles for effective assessment during the COVID-19 pandemic*. The Evidence Project. https://www.crpe.org/sites/default/files/final_diagnostics_brief_2020.pdf

Example of Why FIP Works

Sample Issue: Assessment results, student work and teacher observation data indicate students are struggling with **ELAGSE6RI8**.

Grade 6

Strand: Reading Informational Text

Topic: Integration of Knowledge and Skills

Standard: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

What does this really mean for teaching?

FIP Shows Educators How to Create Learning Targets from Standards Students can Know what they are Responsible for Learning

Standard ELAGSE6RI8 : Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

Learning progression begins with academic vocabulary.

Assess student learning at each progression to identify any gaps in understanding and provide revision opportunities as needed.

Advance learning when indicated.

Mastering the Standard

- I can evaluate or judge the argument and its specific claims in a text. This means that I can tell whether the reasons and evidence provided for a claim are logical and sufficient (enough) to support the claim. R
- I can determine whether a claim is supported by evidence or not. R
- I can trace or follow an argument and specific claims in a text. This means that I can find the claim made, find the reasons and evidence that support the claim, and explain how the reasons and evidence link to the claim. R
- I can find the reasons and evidence that support (back up) a claim. K
- I can find a claim made in a text. K
- I can define claim. K
- I can define argument. K

Learning Target Types: Knowledge (K) – Skill (S) – Reasoning (R) – Product (P)

FIP 003 Course Content Helps Teachers Gather the Right Information about Student Learning the Right Way

Battelle for Kids

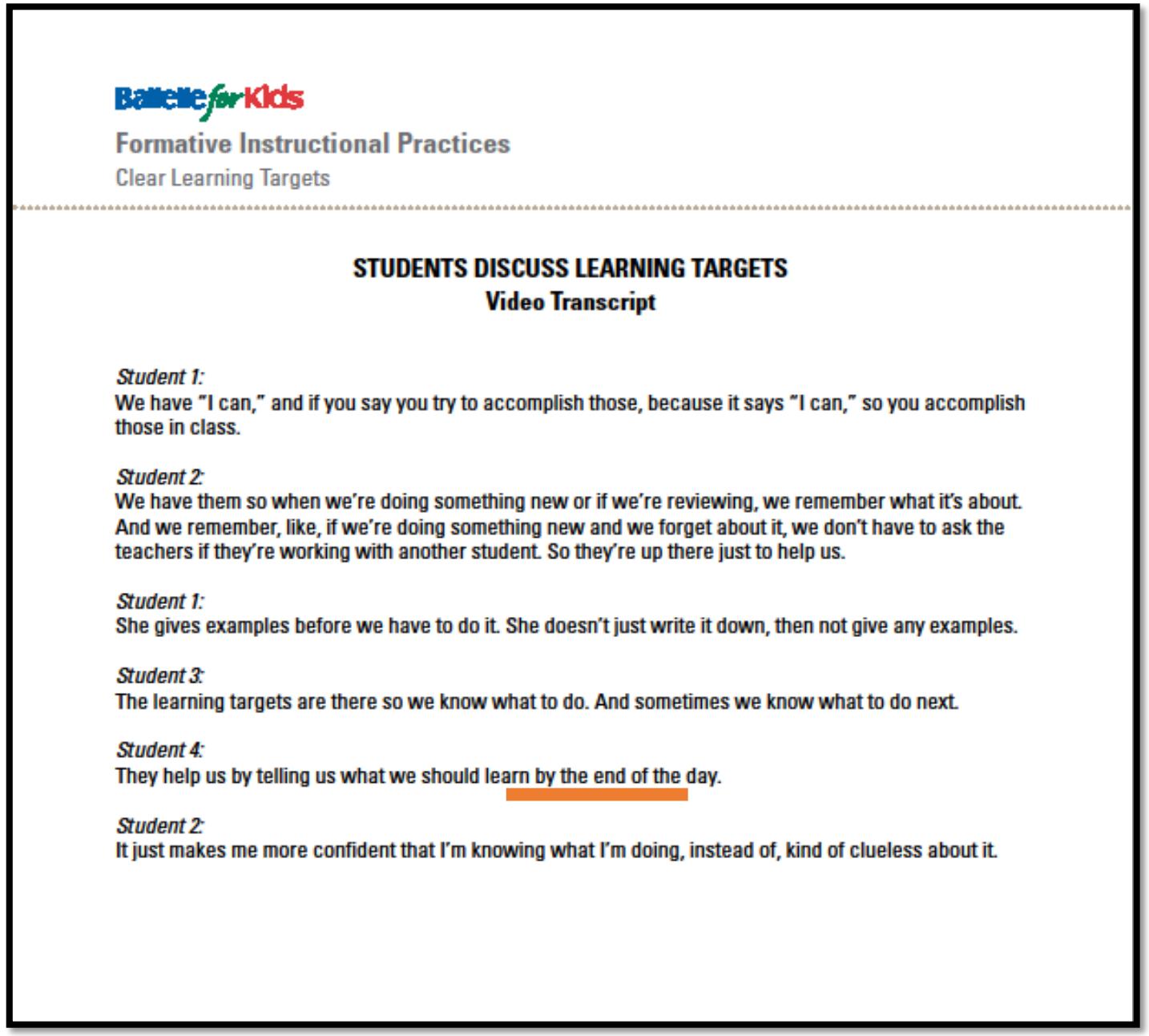
Formative Instructional Practices

Collecting Evidence of Student Learning

Target-Method Match Summary Chart

	Selected Response	Written Response	Performance Assessment	Verbal Response
Knowledge	Good	Strong	Partial	Strong
Reasoning	Good	Strong	Partial	Strong
Skill	Partial	Poor	Strong	Partial
Product	Poor	Poor	Strong	Poor

Adapted from *An Introduction to Student-Involved Assessment FOR Learning*, 6th ed. (p. 78), by R. J. Stiggins & J. Chappuis, 2011, Upper Saddle River, NJ: Pearson Education.



Battelle for Kids

Formative Instructional Practices

Clear Learning Targets

STUDENTS DISCUSS LEARNING TARGETS

Video Transcript

Student 1:
We have "I can," and if you say you try to accomplish those, because it says "I can," so you accomplish those in class.

Student 2:
We have them so when we're doing something new or if we're reviewing, we remember what it's about. And we remember, like, if we're doing something new and we forget about it, we don't have to ask the teachers if they're working with another student. So they're up there just to help us.

Student 1:
She gives examples before we have to do it. She doesn't just write it down, then not give any examples.

Student 3:
The learning targets are there so we know what to do. And sometimes we know what to do next.

Student 4:
They help us by telling us what we should learn by the end of the day.

Student 2:
It just makes me more confident that I'm knowing what I'm doing, instead of, kind of clueless about it.

Content from FIP Course 002 Creating and Using Clear Learning Targets

Example from *Creating Clear Learning Targets HS Mathematics* Course

Formative Instructional Practices
Clear Learning Targets: Mathematics

MGSE9-12.G.SRT.5

STUDENT-FRIENDLY LEARNING TARGETS–HIGH SCHOOL GEOMETRY, SIMILARITY, RIGHT TRIANGLES AND TRIGONOMETRY

Grade: HS
Conceptual Category: Geometry
Domain: Similarity, right triangles, and trigonometry
Cluster: Proving theorems involving similarity

Standard 5: Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

Student-Friendly Learning Targets	Instructional Tiering	How might you assess?
• I understand the definitions of trigonometry ratios. • I can apply knowledge of right triangles to solve problems. • I can connect knowledge of congruence and similarity to figures on the coordinate plane. • I can use transformations to prove congruence and similarity.	• **Going beyond the standard** These targets are for students who have already mastered the standard or learning goal and are ready for enrichment. You can "go beyond" with content, levels of cognitive demand, or a combination of both.	
• I can analyze the components of geometric figures. • I can apply the congruence and similarity criteria to solve problems. • I can use congruence and similarity theorems to solve problems. • I know the theorems involved with proving congruence and similarity among triangles. • I can explain the relationships among geometric shapes by examining their attributes.	• **Mastering the Standard** These targets are the minimum level all students need to master. Mastering these targets means that the student is "working on grade level."	
• I understand the meaning of similarity. • I understand the meaning of congruence. • I know properties regarding angle measure in two-dimensional geometric figures. • I can use proportional reasoning to determine missing sides and missing angles.	• **Laying the base** These targets are the learning targets that students must know and be able to do in order to learn the mastery targets.	

Consider:

- In what order would you teach these targets to students? In other words, what is the best learning progression? How would you group the learning targets for instruction?
- How would you formatively and summatively assess mastery of these targets?

Formative Instructional Practices
Clear Learning Targets: Mathematics

DECONSTRUCTING A STANDARD—MATHEMATICS TEMPLATE

Grade: **Domain:** **Cluster:**

Standard:

Standards of Mathematical Practices Highlighted:
While all of the Standards for Mathematical Practice are important and should be embedded within the instruction for the standards, for this deconstruction we are highlighting ones that particularly apply to this standard.

a

Ultimate Target Type(s)

___ Knowledge ___ Reasoning ___ Skill ___ Product

b

Learning Targets

What are the knowledge, reasoning, skill, and product targets that underpin the standard?

Knowledge Target(s)	Reasoning Target(s)	Skill Target(s)	Product Target(s)

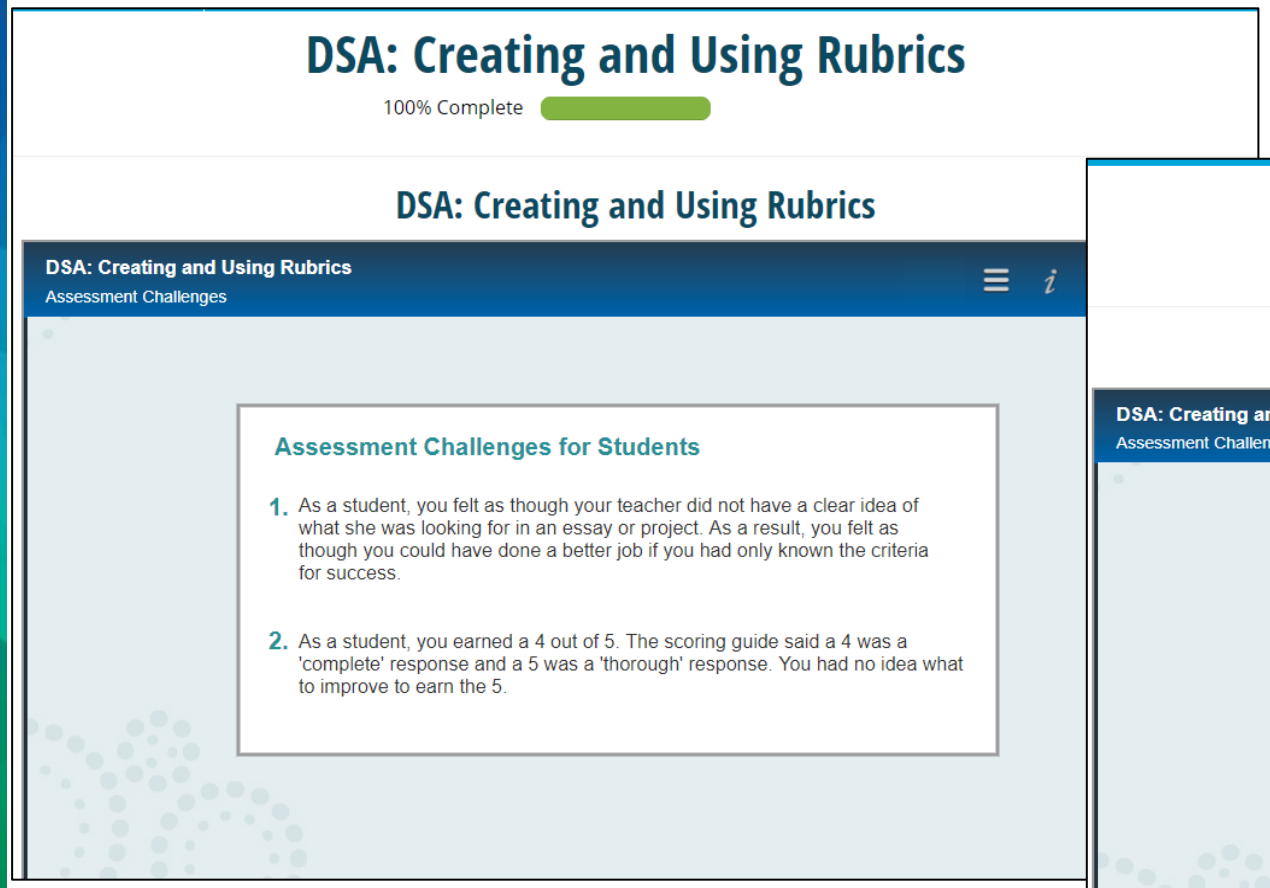
Creating Clear Learning Targets: Mathematics, High School
HS: Steps to Deconstruct a Standard

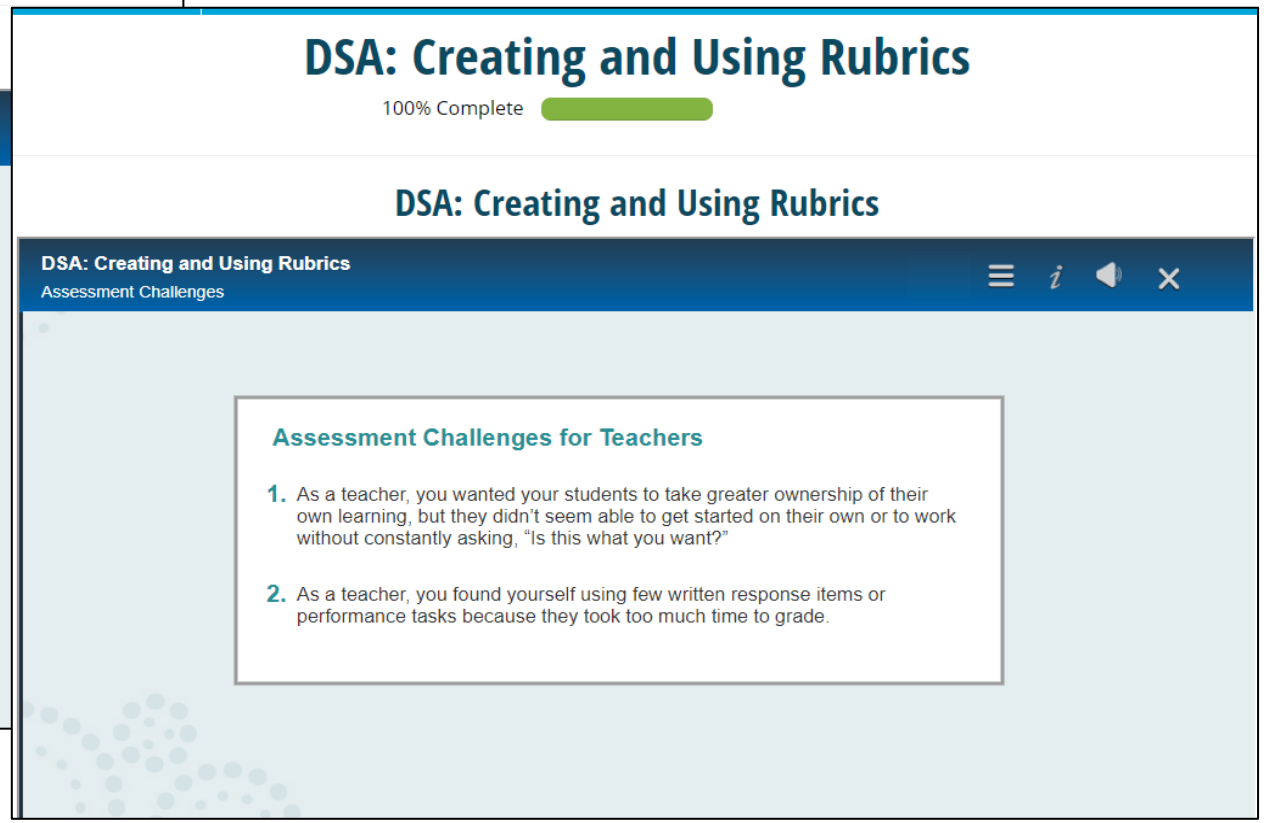
Steps to Deconstruct a Standard

A	B	C	D
DETERMINE	LIST	DEFINE	REVIEW

Designing Sound Assessment Course 1051 Sample In-course Content

A rubric provides plain language descriptions of progressive levels of proficiency from novice to mastery on one or more learning expectations.





Consider this…

ELAGSE3RI3:
Determine the main idea of a text; recount details and explain how they support the main idea.

Formative Teacher-planned Activity and Student Task for this Standard:

We have been learning about the use of text evidence to support a claim.

After reading the article about the importance of bicycle safety, identify and support with text evidence, three rules you should consider as you prepare to go bike riding.

In your response:

- *List three safety rules*
- *Explain the importance of each rule*
- *Quote from the text to support each rule*

Task-specific Rubric

(custom-fit rubric for one specific prompt, problem or task)

Prompts	3 or Mastery	2 or Intermediate	1 or Novice
Identify three safety rules when bike riding	Cited three rules from text. Acceptable answers: ~Wear proper fitting helmet ~Wear safe clothing ~Understand traffic rules ~Understand proper hand signals ~Conduct regular maintenance on your bike	Cited two acceptable rules from text.	Cited one acceptable rule from text.
Explain why each safety rule is important	Importance of each rule is explained. Example: Helmets protect the head from brain injury	Explanation for the importance of two rules is listed.	Explanation for the importance of one rule is presented.
Use a quote from the text to support the importance of each rule.	An accurate quote is provided to support each of the three rules listed. Example: **Helmets** "Many bike accidents involve a head injury, so a crash could mean permanent brain damage or death for someone who doesn't wear one while riding."	Two accurate quotes are listed to support both rules.	One appropriate quote is listed for the rule presented.

General Rubric

(tailored for a set of learning expectations that are not related to a specific task or prompt and can be used repeatedly for similar learning goals)

Learning Target	5	4	3	2	1
Use relevant, text-based evidence to support a claim	Uses relevant, text-based evidence. This means: ~States evidence directly related to the claim made ~Comments about the evidence show how it supports the claim-why it's important ~Uses quotations to support claim and doesn't just restate it		Uses relevant, text-based evidence, but: ~Student's connections of the claim to the evidence are missing or misinterpreted-doesn't know why it's important ~OR uses quotations to restate the claim.		~Uses prior knowledge or opinion to support claim ~OR uses text-based evidence that does not relate to the claim

Example of Holistic Rubric

(overall judgement of a simple learning expectation using a blended description of traits at each performance level)

Physical Education – Ball Handling Skills GSEPE3.1K: Motor Skills and Movement Patterns – Manipulative Skills	
Performance Level	**Performance Description**
Mastery	Dribbles fluidly with both hands, using finger pads. Keeps the height of the ball at waist or below. Looks up when dribbling. Maintains control of the ball when switching hands.
Intermediate	Dribbles fluidly with dominant hand, using finger pads. Tends to dribble the ball above wait level. Can look up when dribbling but struggles to maintain other skills. May loose control of ball when switching hands.
Novice	Dribbles with entire hand. Dribbles the ball too high or to low from waist. Tends to bounce the ball only a couple of times before losing control of it.

Analytic Rubric – Ball Handling Skills

(judge more than one aspect of learning and identifies strengths and gaps)

GSEPE3.1K: Motor Skills and Movement Patterns – Manipulative Skills

Learning Target	5 Mastery	4	3 Intermediate	2	1 Novice
Use finger pads when dribbling	Dribbles fluidly with both hands using finger pads		Dribbles fluidly with dominant hand using finger pads		Dribbles with entire hand
Dribble the ball at waist height or below	Keeps the height of the ball at waist level or below		Tends to dribble the ball above the waist		Dribble the ball way to high or too low
Dribble ball w/o watching hands	Looks up when dribbling		Can look up when dribbling but struggles to maintain other skills		Looks down when dribbling
Maintain ball control when dribbling with either hand	Maintains control of the ball when switching hands		Maintains ball control when dribbling with dominant hand, but may lose control of the ball when switching hands		Tends to bounce the ball only a couple of times before losing control of it

Scenario to Ponder:
How could FIP help the teacher help this student?

Excerpt from Fox 5 TV News Story (7-21-2020)

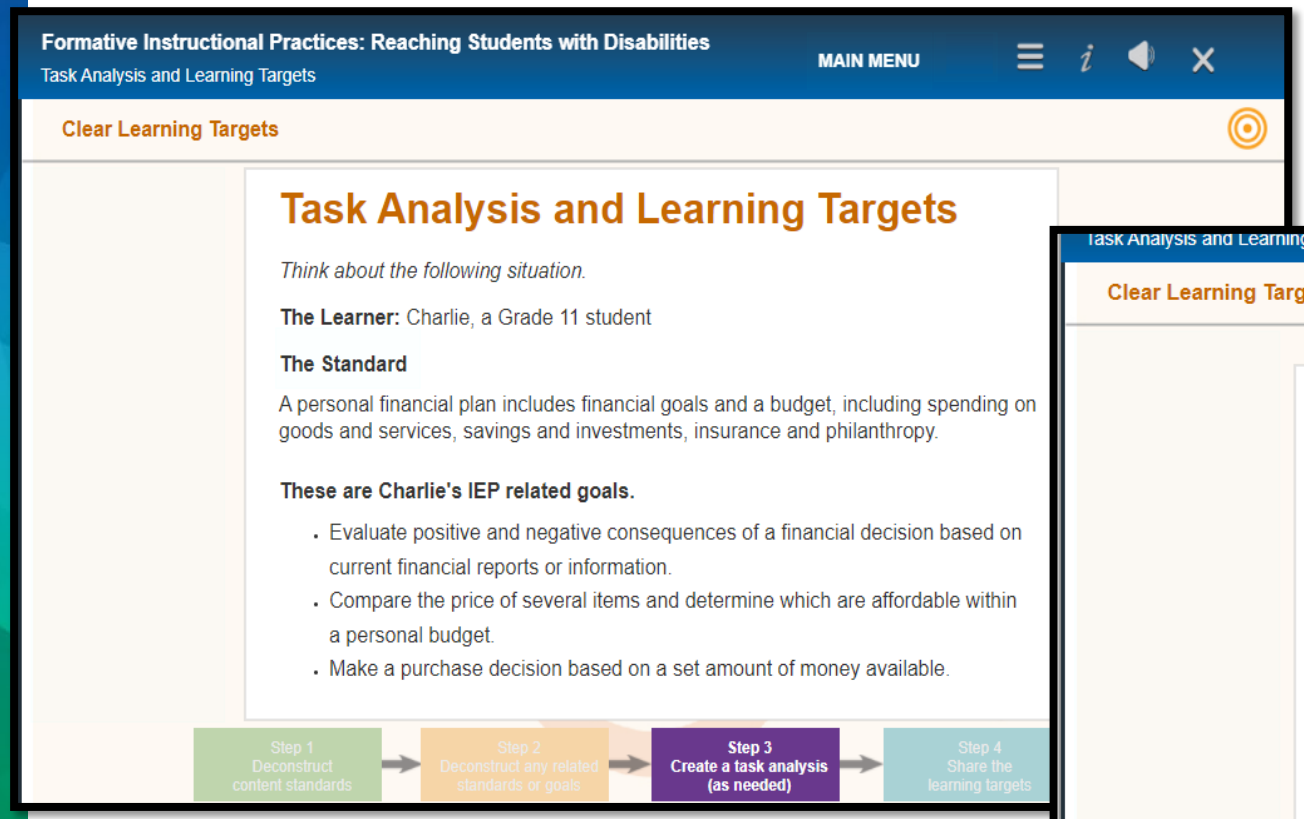
Context:

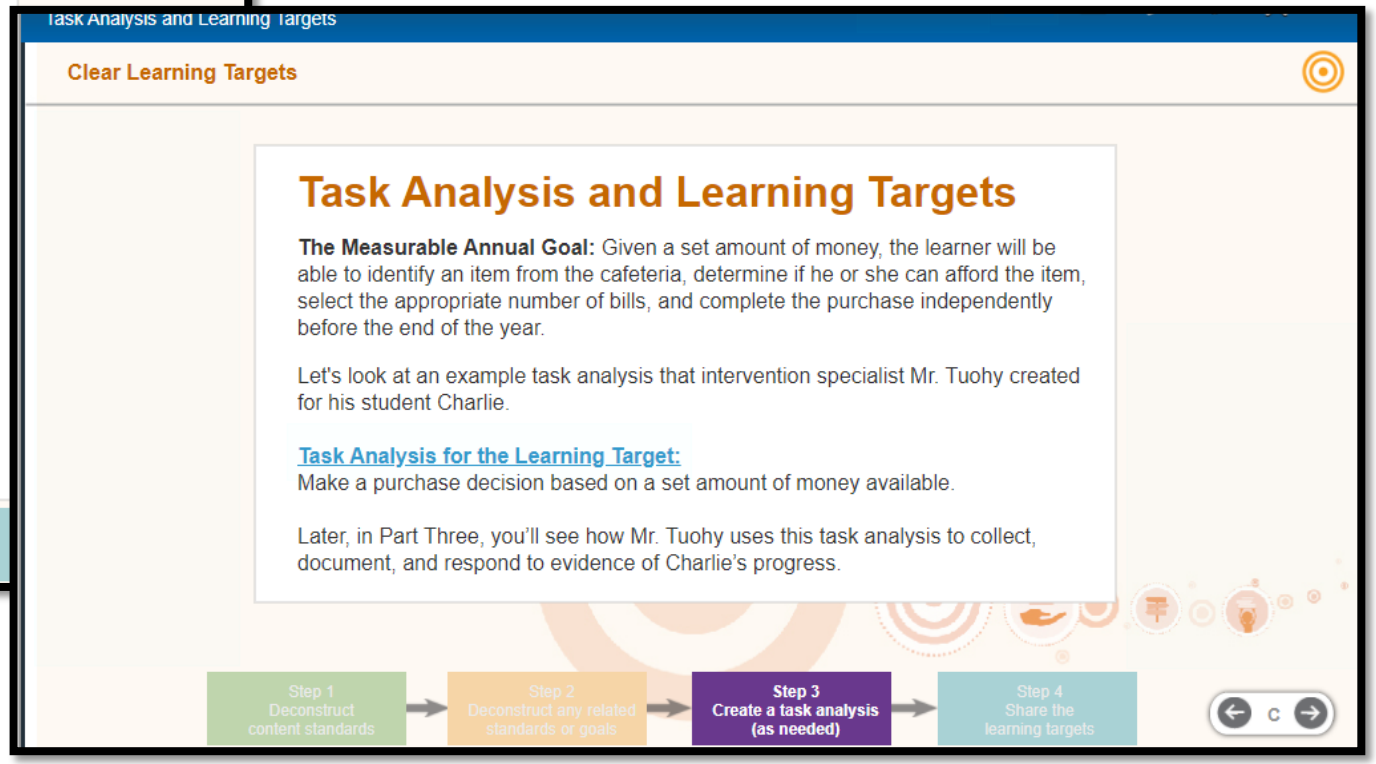
News story about reopening school in Georgia with distance learning versus in-class learning including interviews with parents and students

Direct quote from student's comment:

"I learn better when I'm in a classroom with the teacher. It's hard to understand a math problem on a PowerPoint slide. I only find out what I messed up when I get a 74 on my test."

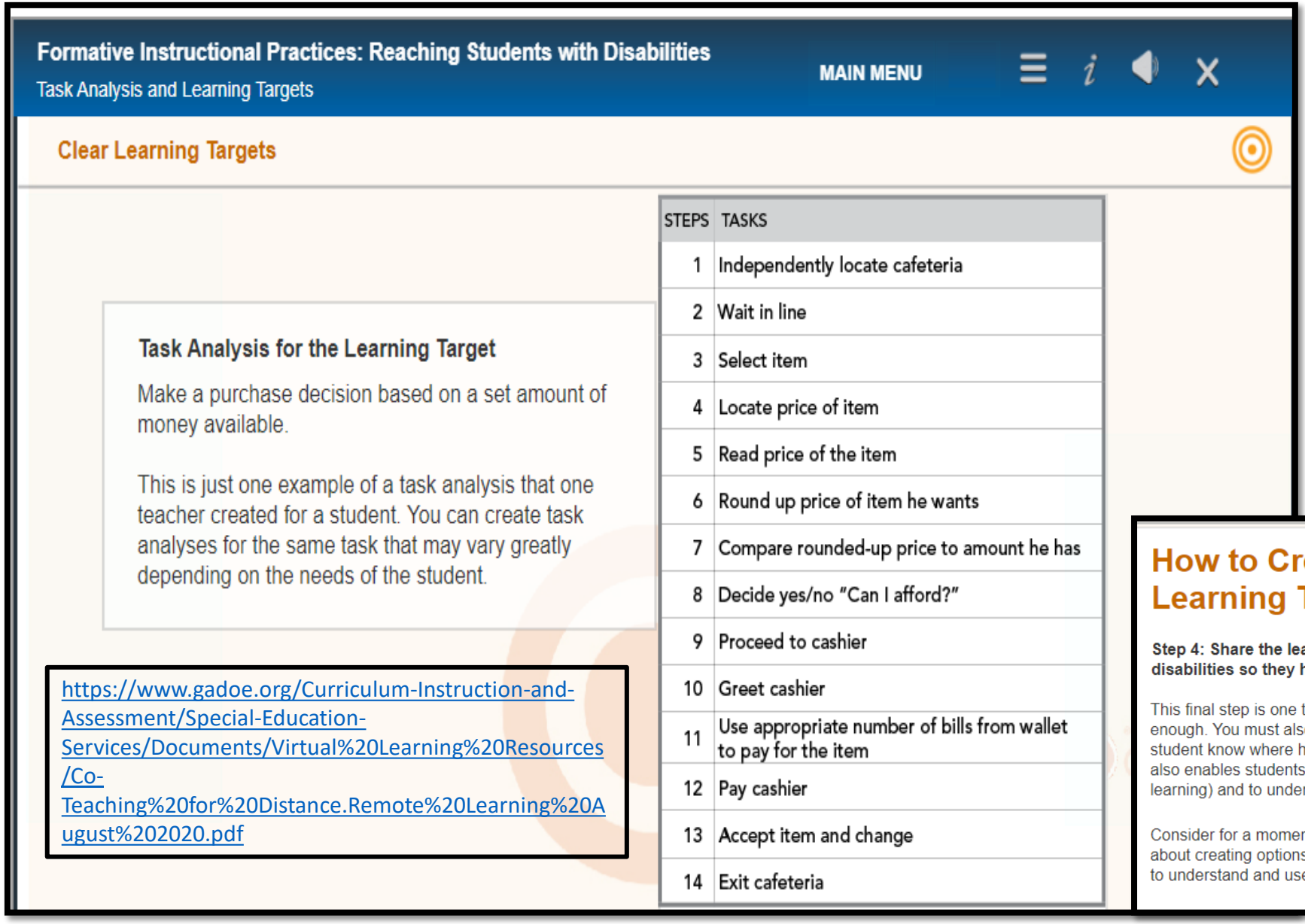
Reaching Students with Disabilities (FP1082)
(sample course content)





Sample FIP Course Content

Reaching Students with Disabilities (FP1082)



Formative Instructional Practices: Reaching Students with Disabilities

Task Analysis and Learning Targets

MAIN MENU

Clear Learning Targets

Task Analysis for the Learning Target

Make a purchase decision based on a set amount of money available.

This is just one example of a task analysis that one teacher created for a student. You can create task analyses for the same task that may vary greatly depending on the needs of the student.

STEPS	TASKS
1	Independently locate cafeteria
2	Wait in line
3	Select item
4	Locate price of item
5	Read price of the item
6	Round up price of item he wants
7	Compare rounded-up price to amount he has
8	Decide yes/no "Can I afford?"
9	Proceed to cashier
10	Greet cashier
11	Use appropriate number of bills from wallet to pay for the item
12	Pay cashier
13	Accept item and change
14	Exit cafeteria

https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/Virtual%20Learning%20Resources/Co-Teaching%20for%20Distance.Remote%20Learning%20August%202020.pdf

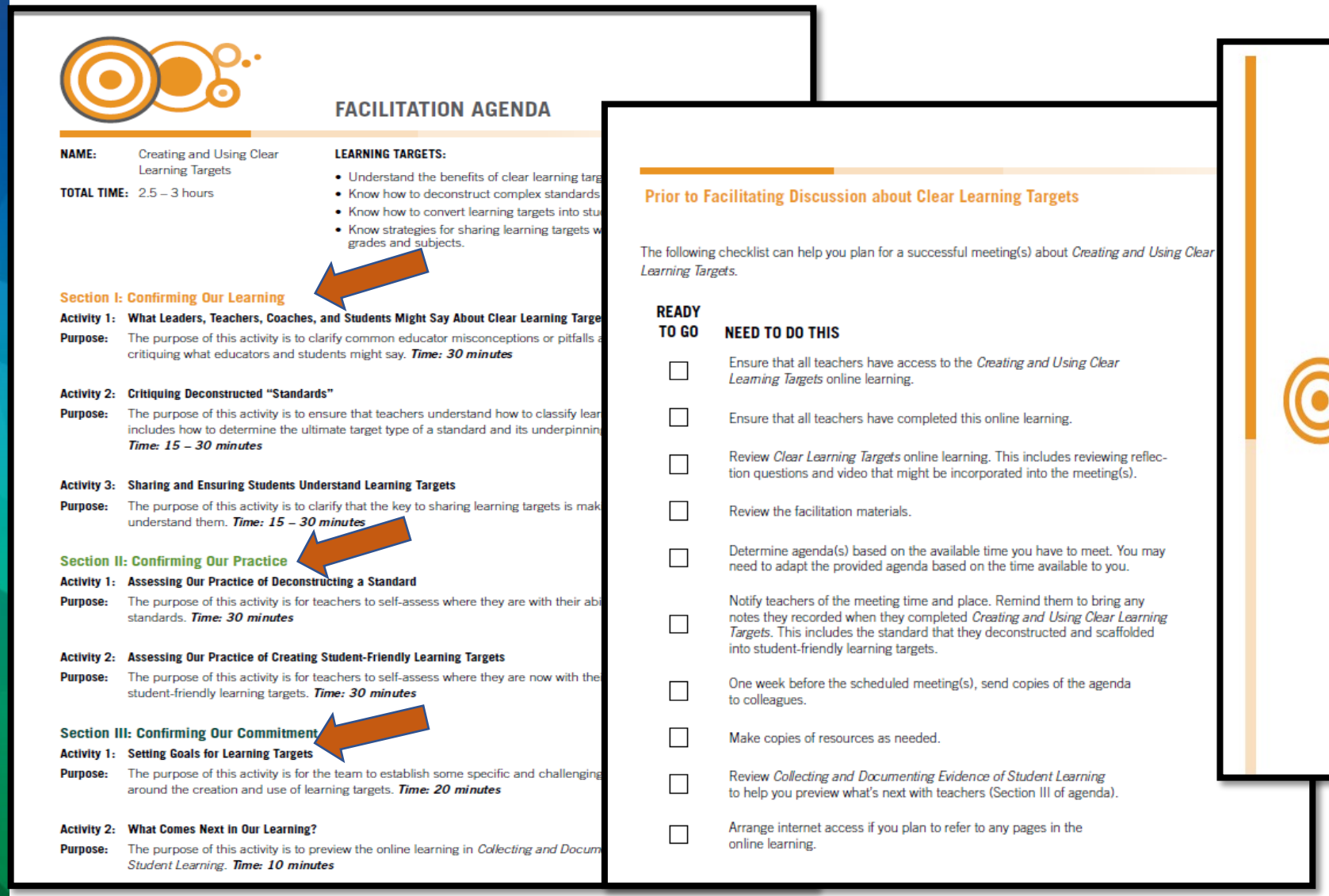
How to Create and Share Clear Learning Targets

Step 4: Share the learning targets by identifying options for learners with disabilities so they have a clear understanding of the intended learning.

This final step is one that is often overlooked—but creating learning targets is not enough. You must also consider how to best share the learning targets to help each student know where he or she is going in his or her learning. Sharing learning targets also enables students to monitor their own progress (to know where they are in their learning) and to understand how to close their own gaps to meet the target.

Consider for a moment how you can apply the UDL framework to your own thinking about creating options that increase opportunities for your students with disabilities to understand and use learning targets.

Course Facilitator's Guides for PLC Leaders



FACILITATION AGENDA

NAME: Creating and Using Clear Learning Targets

TOTAL TIME: 2.5 – 3 hours

LEARNING TARGETS:

- Understand the benefits of clear learning targ
- Know how to deconstruct complex standards
- Know how to convert learning targets into stu
- Know strategies for sharing learning targets w grades and subjects.

Section I: Confirming Our Learning

Activity 1: What Leaders, Teachers, Coaches, and Students Might Say About Clear Learning Targe

Purpose: The purpose of this activity is to clarify common educator misconceptions or pitfalls critiquing what educators and students might say. ***Time: 30 minutes***

Activity 2: Critiquing Deconstructed "Standards"

Purpose: The purpose of this activity is to ensure that teachers understand how to classify lear includes how to determine the ultimate target type of a standard and its underpinnin ***Time: 15 – 30 minutes***

Activity 3: Sharing and Ensuring Students Understand Learning Targets

Purpose: The purpose of this activity is to clarify that the key to sharing learning targets is mak understand them. ***Time: 15 – 30 minutes***

Section II: Confirming Our Practice

Activity 1: Assessing Our Practice of Deconstructing a Standard

Purpose: The purpose of this activity is for teachers to self-assess where they are with their abi standards. ***Time: 30 minutes***

Activity 2: Assessing Our Practice of Creating Student-Friendly Learning Targets

Purpose: The purpose of this activity is for teachers to self-assess where they are now with the student-friendly learning targets. ***Time: 30 minutes***

Section III: Confirming Our Commitment

Activity 1: Setting Goals for Learning Targets

Purpose: The purpose of this activity is for the team to establish some specific and challenging around the creation and use of learning targets. ***Time: 20 minutes***

Activity 2: What Comes Next in Our Learning?

Purpose: The purpose of this activity is to preview the online learning in *Collecting and Docum Student Learning*. ***Time: 10 minutes***

Prior to Facilitating Discussion about Clear Learning Targets

The following checklist can help you plan for a successful meeting(s) about *Creating and Using Clear Learning Targets*.

READY TO GO	NEED TO DO THIS
☐	Ensure that all teachers have access to the *Creating and Using Clear Learning Targets* online learning.
☐	Ensure that all teachers have completed this online learning.
☐	Review *Clear Learning Targets* online learning. This includes reviewing reflection questions and video that might be incorporated into the meeting(s).
☐	Review the facilitation materials.
☐	Determine agenda(s) based on the available time you have to meet. You may need to adapt the provided agenda based on the time available to you.
☐	Notify teachers of the meeting time and place. Remind them to bring any notes they recorded when they completed *Creating and Using Clear Learning Targets*. This includes the standard that they deconstructed and scaffolded into student-friendly learning targets.
☐	One week before the scheduled meeting(s), send copies of the agenda to colleagues.
☐	Make copies of resources as needed.
☐	Review *Collecting and Documenting Evidence of Student Learning* to help you preview what's next with teachers (Section III of agenda).
☐	Arrange internet access if you plan to refer to any pages in the online learning.

Creating and Using Clear Learning Targets

FACILITATOR ANSWER KEYS

PLC Participant Handouts for Each Course

PARTICIPANT SECTION I - ACTIVITY 3

Sharing and Ensuring Students Understand Learning Targets

DIRECTIONS: Pick a partner, and read two scenarios each. Discuss the following with your partner:

- How does the teacher or team ensure that students understand the learning targets?
- Could any of the scenarios work in your classroom? Which one(s)? How?

Scenario 1: ***Mr. Quinn's Pretest***

In Mr. Quinn's classroom the learning targets are posted on the bulletin board. He starts each week by pointing to the chart of targets and reminding students which specific targets they are currently working to master.

As he begins a new unit of instruction, Mr. Quinn creates a pretest that lists the learning targets at the start of each section of the assessment. In other words, the pretest is organized so that each learning target is the header to a section of questions; that way, the students always know how the assessment questions are aligned to the learning targets.

Mr. Quinn uses this pretest to gather data by individual student for EACH target on the assessment. He uses this information to differentiate the process, products, and content throughout the unit of instruction.

Students in his classroom maintain a portfolio with a list of learning targets—a mirror image of the learning targets posted on Mr. Quinn's bulletin board. Students keep their pretest results in their portfolios and gather evidence that they are mastering the targets and are ready for the summative assessment.

How does Mr. Quinn ensure that students understand the learning targets?

Scenario 3: ***Ms. Kennedy's Writing Lesson***

Every Monday, Ms. Kennedy poses a writing prompt to her students. Together, Ms. Kennedy and her students review the prompt as well as the rubric that clarifies all of the criteria needed to produce a high-quality piece of writing.

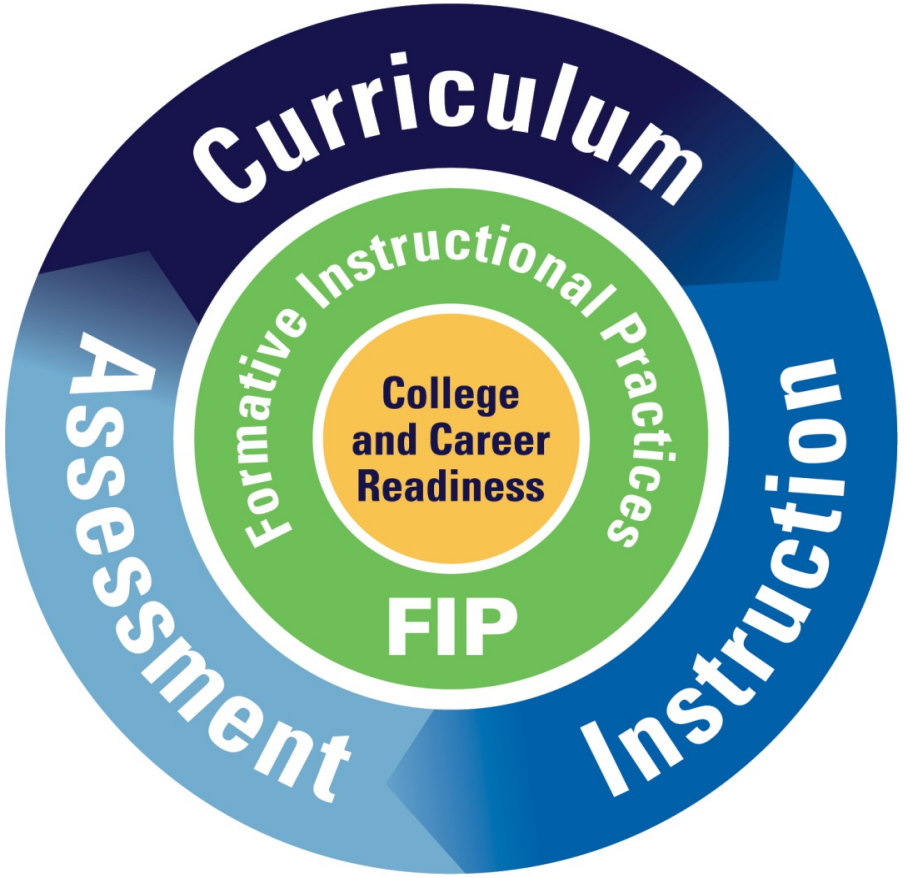
However, even before her students begin brainstorming their own topics, Ms. Kennedy shares anonymous examples from students who wrote on the same prompt. She is purposeful in choosing examples of both strong and weak work. This way, when students review the anonymous examples using the rubric, they are able to determine what qualities make the example strong or weak work.

If it is a new prompt, Ms. Kennedy usually opts to write on the topic herself and let her students critique her work. She has found that students love to critique the work of their teacher!

After students write their first drafts, Ms. Kennedy's students critique their own papers using the rubric. Using the rubric categories, students identify the feedback they need from Ms. Kennedy to improve their writing. Around the room, Ms. Kennedy hangs sign-up sheets for each category of the rubric. Students sign up for a conference with Ms. Kennedy based on the feedback they need. By using this process, students can conference with Ms. Kennedy about one aspect of quality at a time, and she only gives feedback about the category of the student's choosing. Because the rubric brings clarity to the learning, Ms. Kennedy is able to easily provide descriptive feedback to her students.

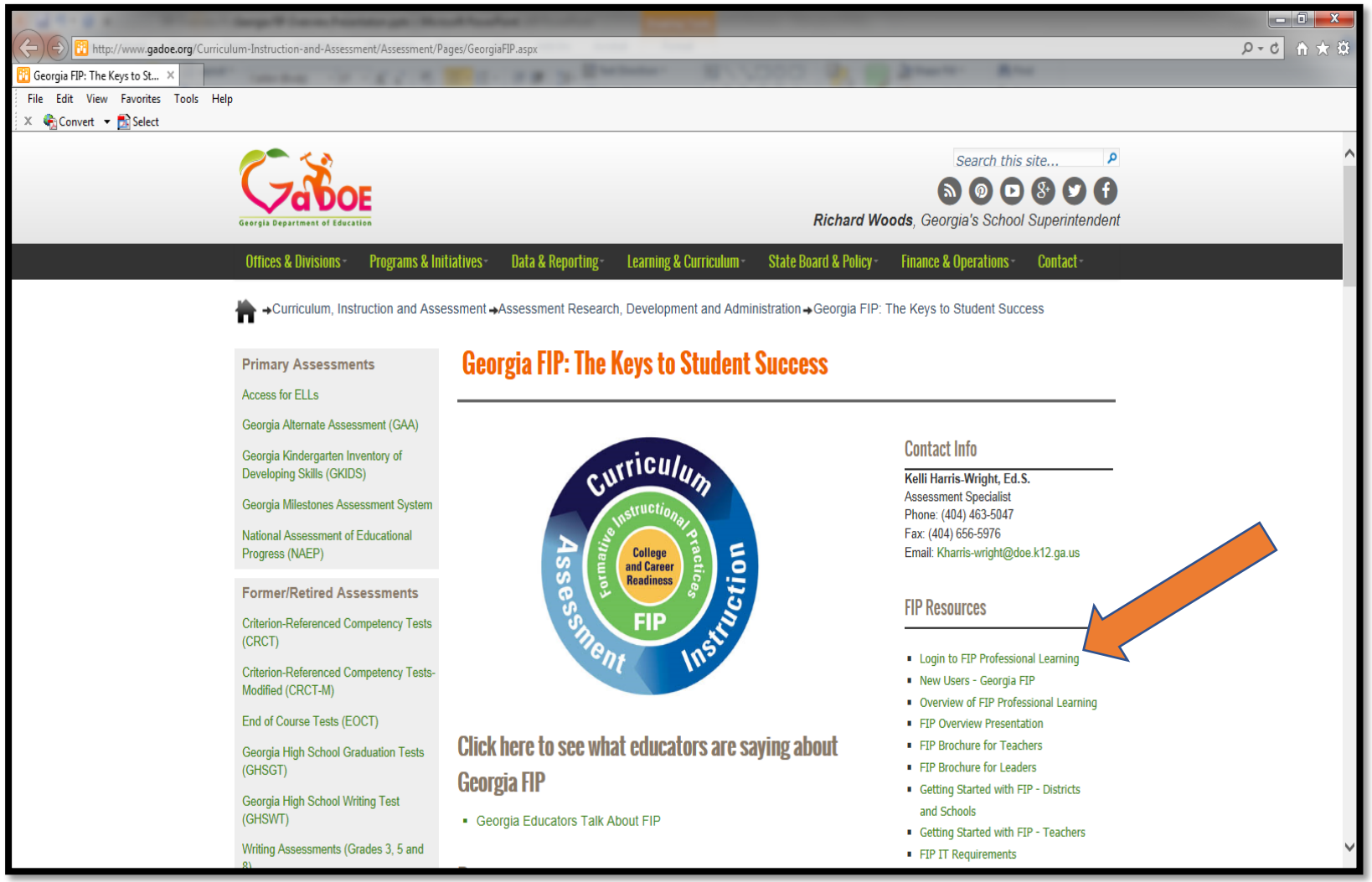
How does Ms. Kennedy ensure that students understand the learning targets?

Accessing FIP
(not available through the SLDS)



Accessing GA FIP Online Learning

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

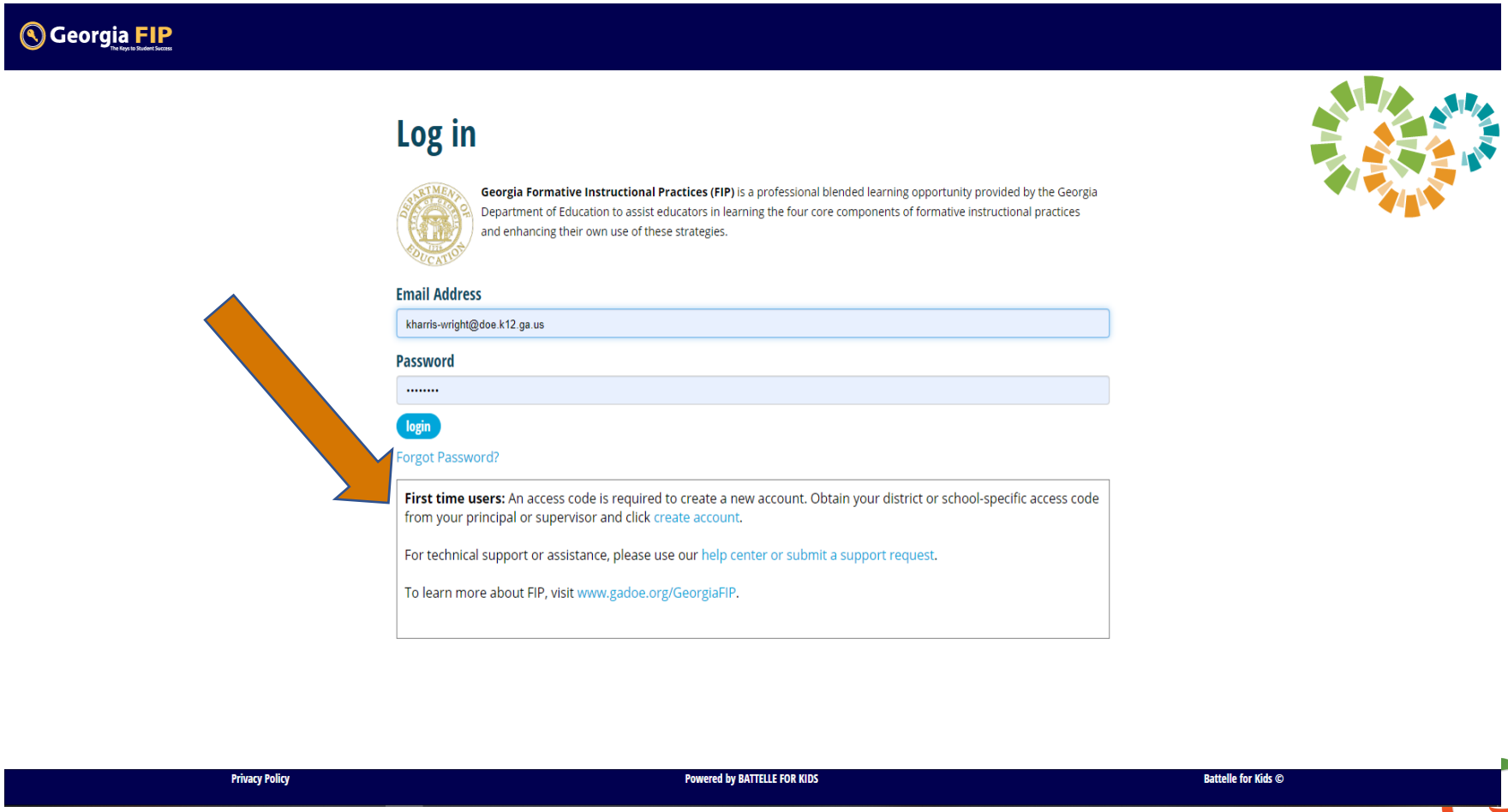


K-12 public school educators, charter schools, the Department of Juvenile Justice schools and Teacher Preparation Programs can access the online courses at the GaDOE website. Obtain your school-unique access code and use your work email address to create a FIP individual online learning account.

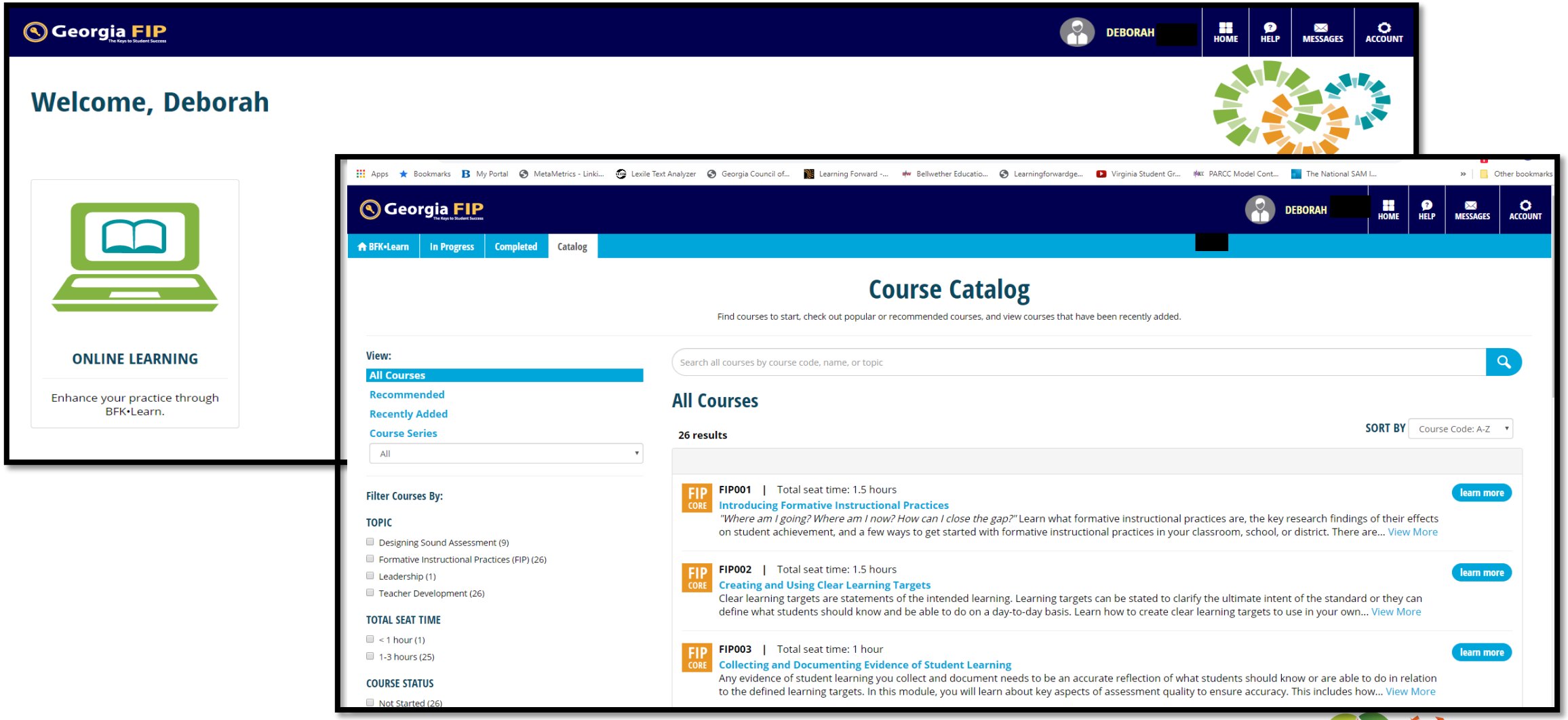
Obtain either the "learner" or "administrative" FIP access code from the district-level Test Director. Access codes are in the Test Director's GaDOE Portal Account.

Download the handout on FIP courses and obtaining role-based access codes.

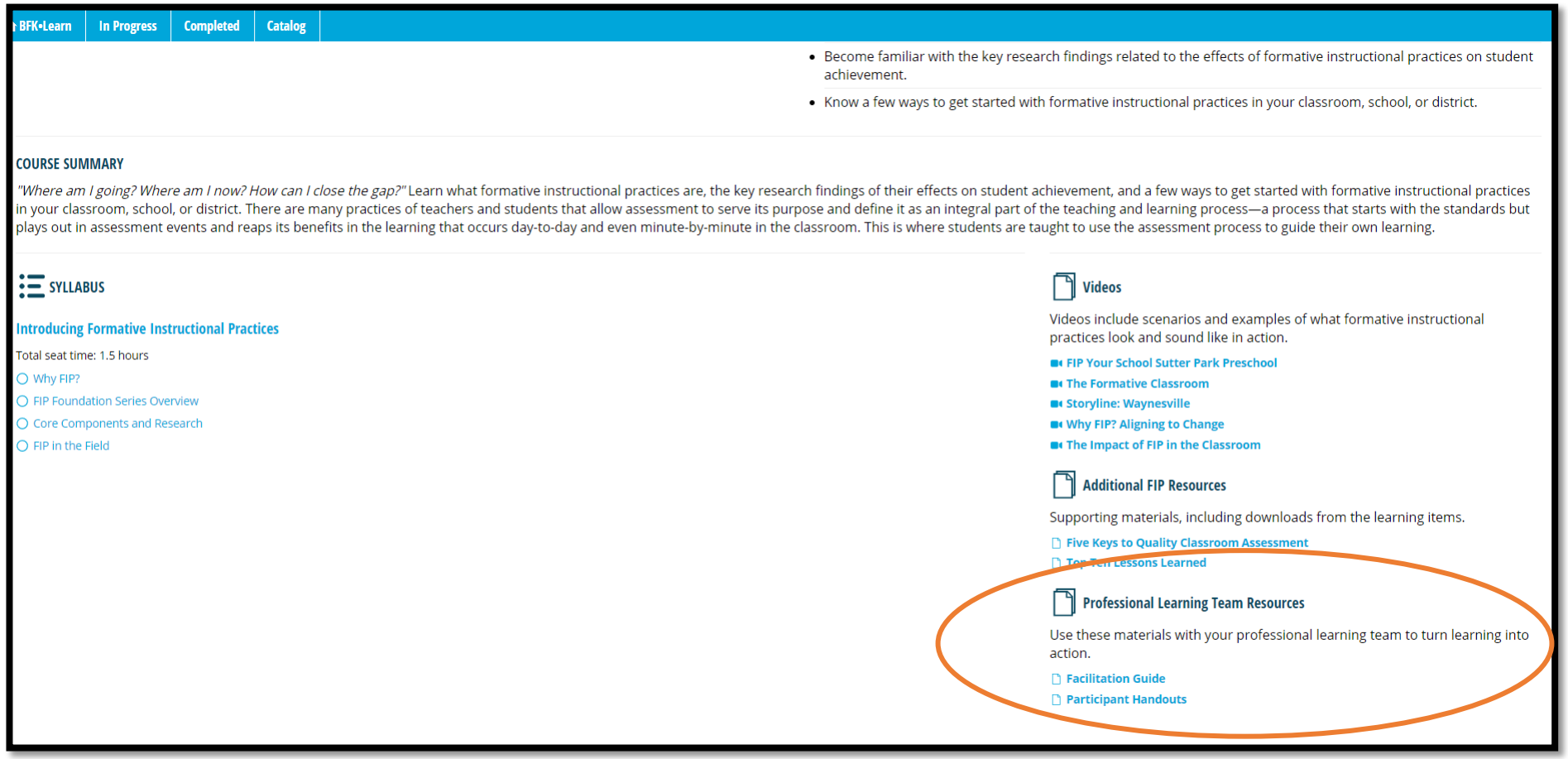
First Time Users Need to Create an Individual Online Learning Account



Landing Page for FIP Account and Course Catalog



PLC Leader and Participant Resources for Each Course

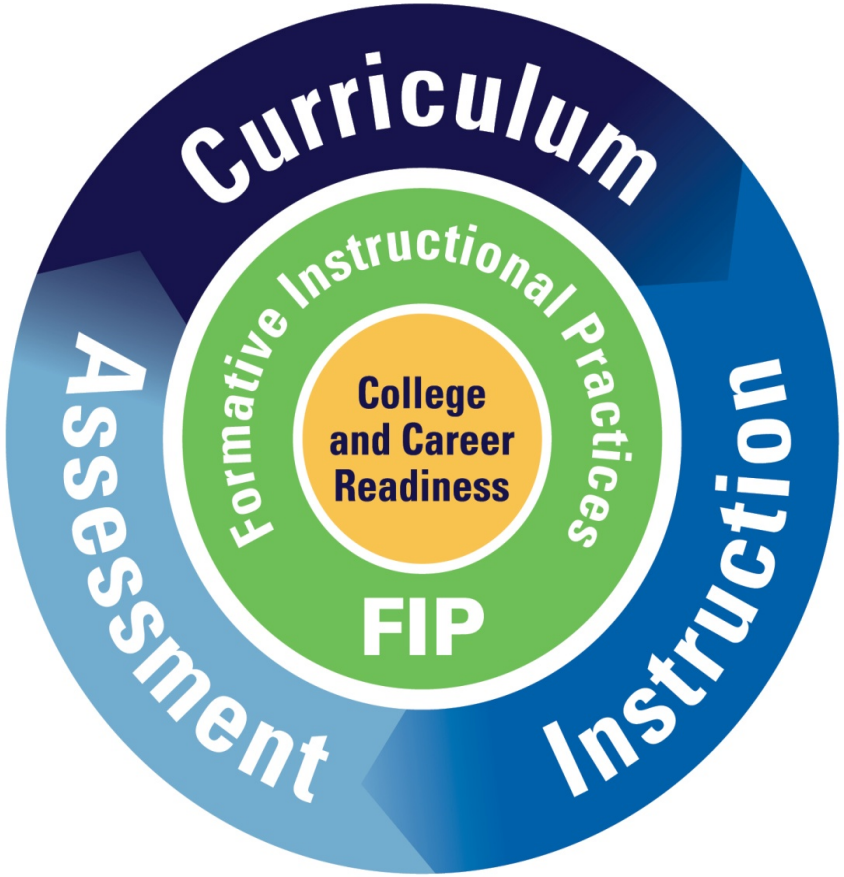


Options to Implement FIP

Independent professional learning	Schoolwide professional learning
Grade level or departmental professional learning	District-led professional learning
Vertical alignment of elementary, middle and high schools engaged in professional learning	RESA-led professional learning
Leaders engaged in professional learning	Coaches professional learning

FIP
Transformational

Educator Feedback about FIP
FY'20 Online Survey



Survey Results: https://www.surveymonkey.com/results/SM-T6CQWFHQ7/

Final 2019-2020
10 Survey Questions (n = 366)

1. Please identify the Regional Education Service Agency (RESA) that supports your school district.
2. **Please select one answer choice below that best describes your role as an educator.**
3. How were you initially made aware of Georgia FIP online professional learning?
4. Please check the appropriate box to indicate your current status in GA FIP professional learning
   OR check ALL GA FIP online learning courses that you have completed.
5. **Please rate your perception of the usefulness of the content in Georgia FIP to your classroom work with students.**
6. Please rate your perception of the usefulness of learning about FIP through a professional learning community (PLC)?
7. **Please list any changes that you've made in your work that are a direct result of participating in Georgia FIP professional learning. If you have not made any changes to your practice, write N/A.**
8. If you serve as the Instructional Coach/Teacher-leader for Georgia FIP professional learning, please rate your experience using the Facilitators' Guides and Resources.
9. Please share any additional feedback about your experience with Georgia FIP professional learning in the comment box below. If you have not taken FIP courses, enter N/A.
10. What suggestions can you share that would enhance GA FIP professional learning?

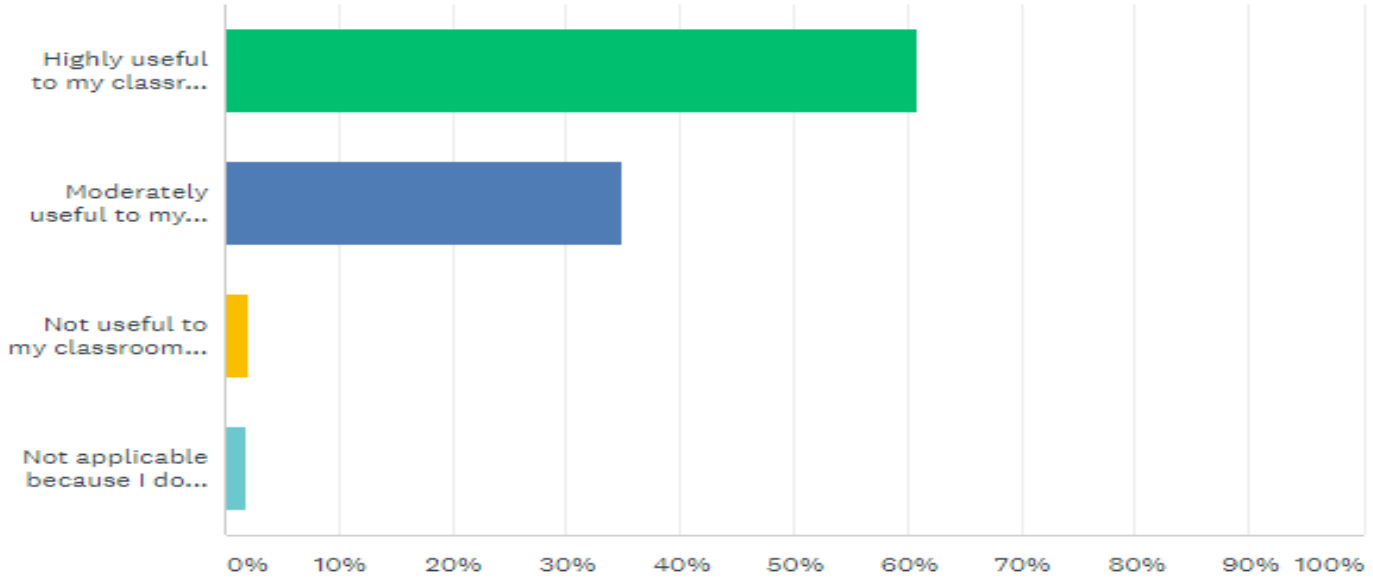
Q2 Please select one answer choice below that best describes your role as an educator.

ANSWER CHOICES	RESPONSES	
Prekindergarten Teacher	1.64%	6
Elementary Teacher	23.77%	87
Middle School Teacher	15.85%	58
High School Teacher	26.78%	98
Special Education Teacher	15.03%	55
Special Area Teacher (Title I, Intervention, CTAE, Gifted, Visual Art, Music, Physical Education, Technology, etc.)	8.47%	31
Instructional Coach or Teacher-Leader	1.37%	5
Principal	0.27%	1
Assistant Principal	0.27%	1
District-level Leader for Curriculum and Instruction	0.00%	0
District-level Leader for Professional Learning	0.00%	0
Other District-level Leader	0.00%	0
RESA Staff	6.56%	24
TOTAL		366

Comments (2)

Comments: Support Teacher and Dual Language Emersion Teacher

Q5 Please rate your perception of the usefulness of the content in Georgia FIP to your classroom work with students.



ANSWER CHOICES	RESPONSES	
Highly useful to my classroom practice	60.93%	223
Moderately useful to my classroom practice	34.97%	128
Not useful to my classroom practice	2.19%	8
Not applicable because I do not work directly with students in the classroom.	1.91%	7
TOTAL		366

Comments (174)

Q5 Sample Anecdotal Comments (174/366)

1. *Coming into the classroom from a non-education background, this was an excellent resource to help give me the vocabulary of education and shed much needed light into some places I had just been feeling my way through in the dark.*

2. *I like the idea of providing rubrics as a resource. With a rubric both the student and their parent have clear expectations which allows them to be able to ask clarifying questions on the front end.*

1. *This gave me a broader view of how to use formative practices in learning music theory.*

2. *The content was very useful in gearing my differentiated instruction and also setting clear learning targets.*

3. *I will implement these practices into all content areas in my classroom. I want to focus more on assessment for learning by using it to drive instruction and having students monitor their own learning and closing gaps that they see themselves.*

4. *Creating clear learning targets and providing appropriate formative and summative assessment help students understand what and why they are learning. The assessments tools help students and teachers identify their strengthens and weaknesses in order to move toward mastery of the standards.*

Q7 Please list any changes that you've made in your work that are a direct result of participating in Georgia FIP professional learning. If you have not made any changes to your practice, write N/A. 366/366 with 104 as N/A

1. *I have changed in the way I look at the end product that I have asked the student to create. I try to make sure what I am teaching will assist the students to the pathway of creating the end product.*

2. *I provide more detailed feedback to my students and students are beginning to assist other students in better.*

3. *Georgia FIP really helped me improve my lesson plans.*

4. *Creating assessment blueprints*

5. *Focus on demonstration of mastery, clear and measurable learning targets, understanding the "why" behind instructional tasks and assignments.*

6. *I have begun incorporating learning targets throughout my instruction and not just at the beginning. I have become clearer with my expectations and have given my students more rubrics so they can track their progress towards those expectations. Next school year, I am looking forward to incorporating more self-assessment and reflection for my students.*

7. *FIP helped me think very differently about how I teach my interrelated students.*

Survey Results: https://www.surveymonkey.com/results/SM-T6CQWFHQ7/

Video of FIP in Action in a Classroom

(Note: Video will not play while viewing a Go to Webinar recording. Use the link below to access it.)

https://www.youtube.com/watch?v=g05doxtA5So

Educating Georgia's Future

Webinar Series for Federally Identified Schools
Formative Instructional Practices Online Professional Learning (FIP)
Presenter: Kelli Harris-Wright, Assessment Specialist – kharris-wright@doe.k12.ga.us

1. **Formative Instructional Practices (FIP) Professional Learning: How Federally Designated 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 Webpage 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 Wiliam. 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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Reminder:

FIP Recorded Sessions for Instructional Leaders

https://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Events%20and%20Conferences.aspx

FIP is Tier 1 Evidence-based Practice:

One of the best ways to improve student learning is by learning to use formative instructional practices *accurately*. ~*Dylan Wiliam*

Bottom-up: research on formative assessment

- Fuchs & Fuchs (1986)
- Natriello (1987)
- Crooks (1988)
- Bangert-Drowns et al (1991)
- Dempster (1991)
- Dempster (1992)
- Elshout-Mohr (1994)
- Kluger & DeNisi (1996)
- Black & Wiliam (1998)
- Nyquist (2003)
- Brookhart (2004)
- Allal & Lopez (2005)
- Köller (2005)
- Brookhart (2007)
- Wiliam (2007)
- Hattie & Timperley (2007)
- Shute (2008)
- Kingston & Nash (2011, 2015)

To discuss a plan to include FIP in your district or school improvement work, contact:

kharris-wright@doe.k12.ga.us

Session Feedback

The Georgia Department of Education believes in continuous improvement and would appreciate your feedback to ensure the presentations we provide are of the highest quality and meet the needs of the specific audience.

Please take a moment after the session ends to complete the pop-up feedback survey.

Share your conference highlights now!

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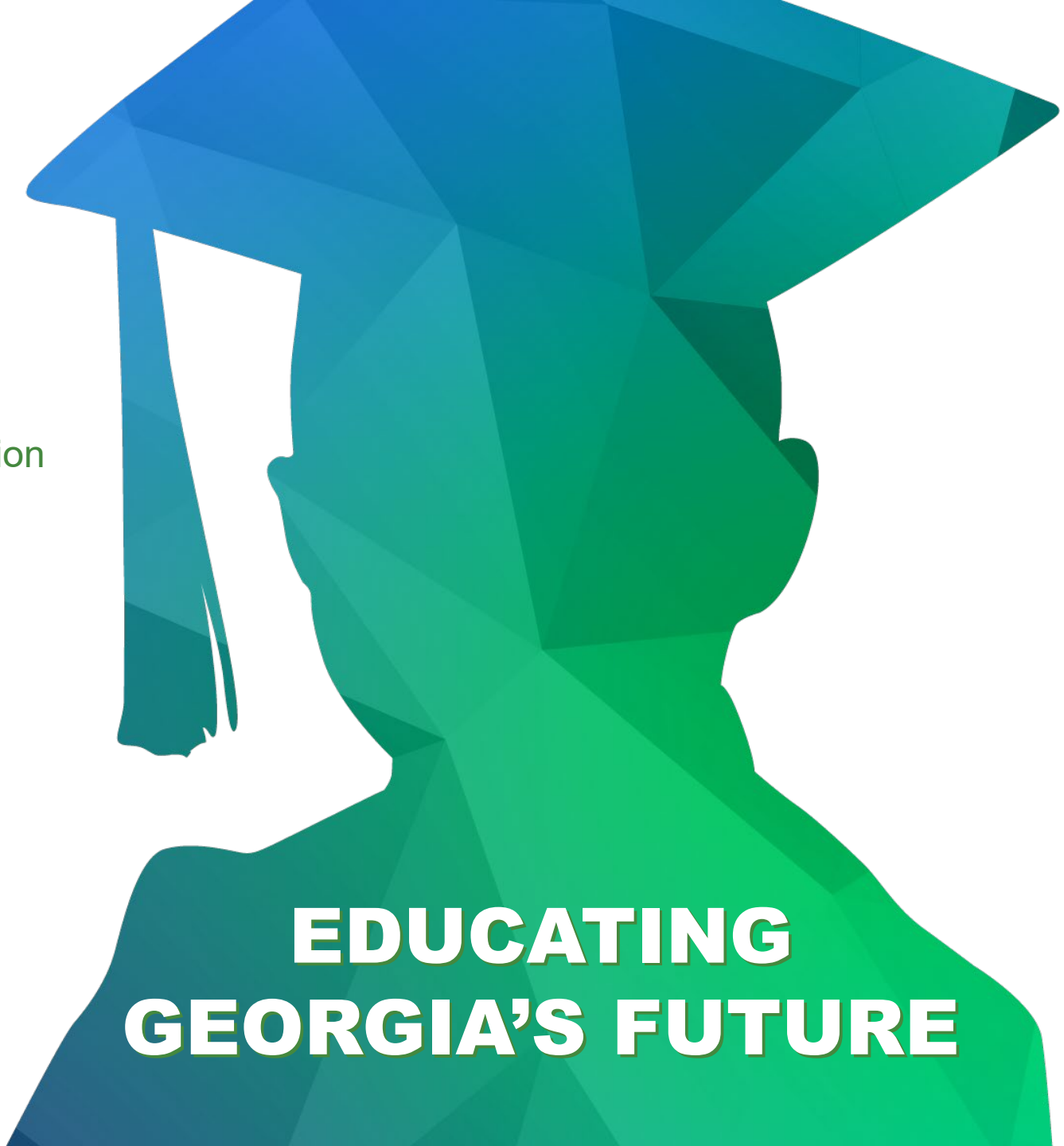

EDUCATING GEORGIA'S FUTURE