



**GEORGIA DEPARTMENT OF EDUCATION**  
*Introduction and Overview*  
*Formative Instructional Practices Professional Learning*

[www.gadoe.org/GeorgiaFIP](http://www.gadoe.org/GeorgiaFIP)



Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"  
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# Goals of the Session

- Share an overview the GaDOE Assessment initiatives
- Define FIP, communicate the goals of FIP, and provide an overview of Formative Instructional Practices (FIP) Professional Learning
- Share connections to existing improvement efforts in Georgia
- Identify best practices that are associated with FIP
- Provide information about the FIP web page, resources and FIP access codes for districts and buildings
- Share considerations for implementation



# Background - Georgia's Assessment Initiatives

- Purpose
  - To provide assessment resources that reflect the rigor of Georgia's state-mandated content standards
  - To balance the use of formative and summative assessments in the classroom
  - To promote student learning
  - To sustain implementation of Georgia's rigorous content standards



# Georgia's Assessment Initiatives Continued...

- Development of a three-prong toolkit to support teachers and leaders in promoting student learning
  - \*An assessment literacy professional learning opportunity that focuses on implementation of research-based formative instructional practices (FIP) – **Initial Pilot January/February 2013 with statewide launch 2013-2014**
  - A set of interim benchmarks in ELA, Math – **Initial Pilot Fall 2013**
  - An expansive bank of formative instructional assessment items/tasks based on CCGPS in ELA and Mathematics as a teacher resource - **Phase I Release Fall 2012; Phase II release Fall 2013**



# Goals of Georgia FIP

- Support the development of great teachers and leaders in their work towards College and Career Readiness
- Refine and augment teaching and learning processes based on research-proven practices
- Facilitate a quality implementation of Georgia's state-mandated content standards
- Increase the alignment between Curriculum, Instruction and Assessment
- Implement the principles for Universal Design for Learning (*mastery of the learning process*)
- Support Georgia's Teacher Keys Effectiveness System (TKES) and (TAPS)
- Support Georgia's Leader Keys Effectiveness System (LKES) and (TAPS)
- Support the work on Student Learning Objectives and Measures



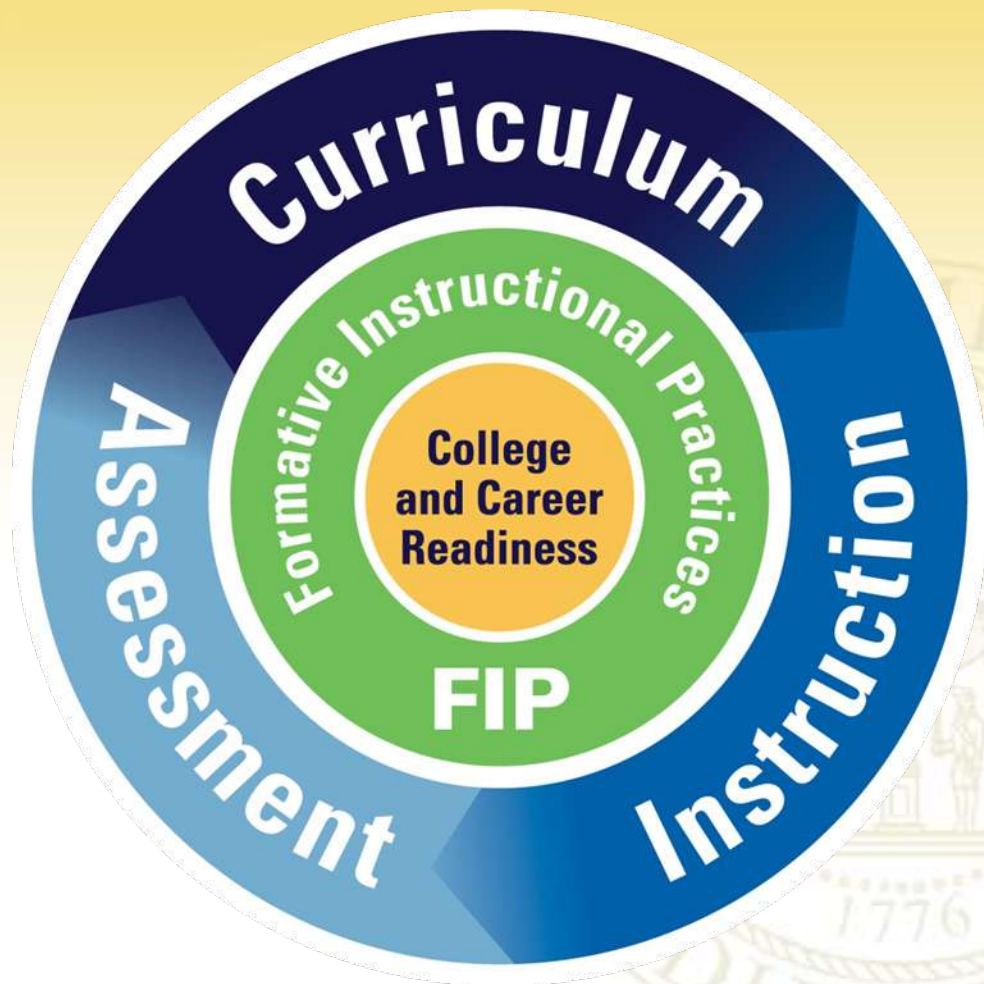
# Formative Instructional Practices Defined

*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 obtain information about learning so that decisions can be made about additional learning opportunities. Formative instructional practices are the formal and informal ways that teachers and students gather and respond to evidence of student learning. Georgia's FIP professional learning has four major components.

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





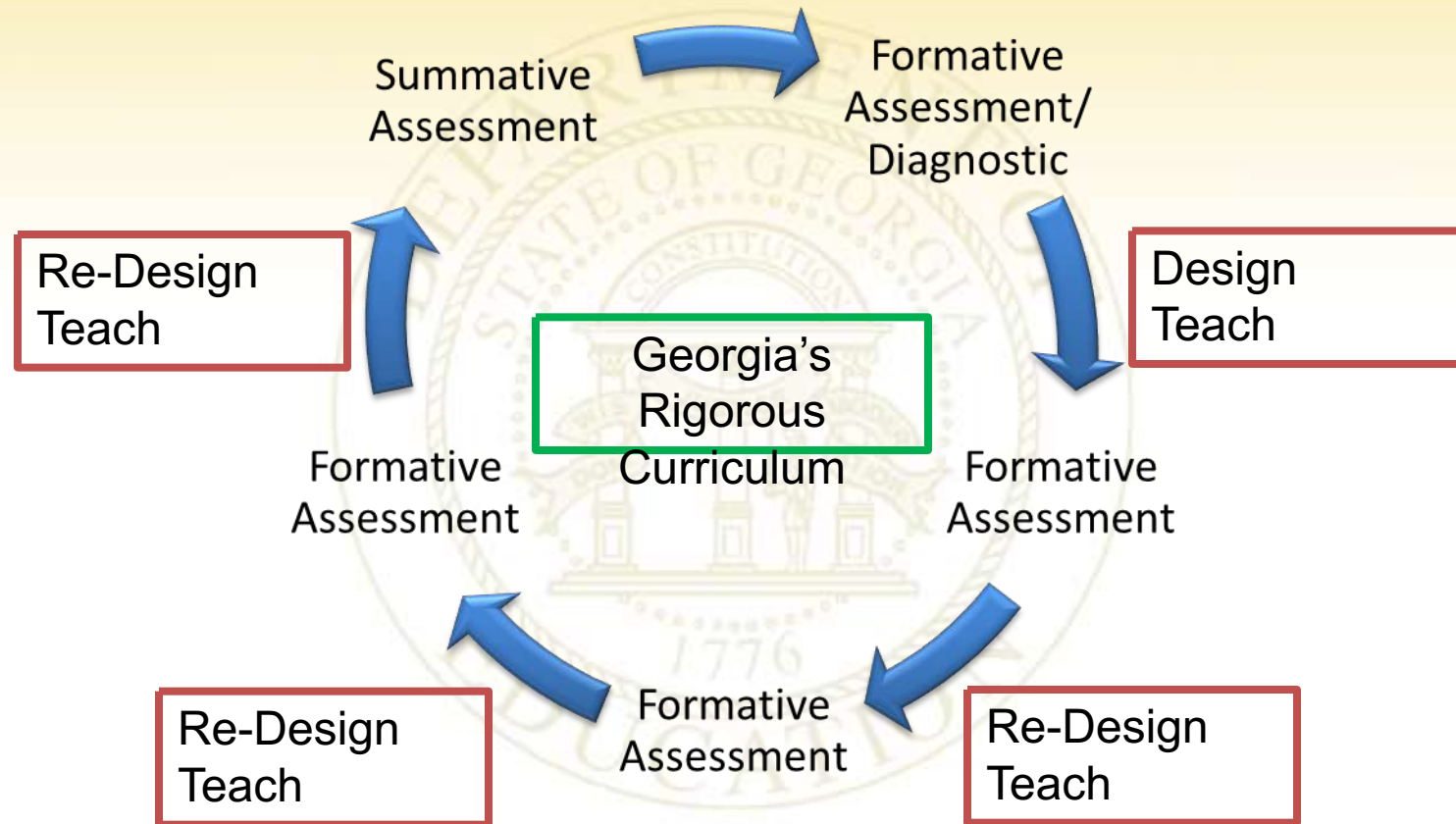
The alternative is to use many different assessment methods to provide students, teachers and parents with a continuous stream of evidence of student progress in mastering the knowledge and skills that underpin or lead up to state standards.

Stiggins, 2005  
Phi Delta Kappan



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# Formative Instructional Practices (FIP)





# How GaDOE Started: FIP Advisory Committee

- Advisory Committee identified based on need to represent various geographic regions of the state
- 10 small, medium and large districts
- Participated in a series of face-to-face and webinar meetings to guide planning the implementation
- Began implementation in January 2013
- Provided feedback to DOE on successes and challenges of FIP pilot to incorporate into the statewide implementation in summer 2013



# FIP Advisory Committee Pilot Metrics

*June 4, 2013*

- 325 educators participated in FIP online learning
- 176/325 identified themselves as teachers (54%)
- 12/325 identified themselves as leaders (4%)
- 10/325 identified themselves as coaches (3%)
- 113/176 teachers completed modules 1-5 (64%)
- 196/325 of all enrollees completed FIP (60%)
- 64/325 in progress with online learning (20%)
- 65/325 scheduled to begin online learning (20%)



# Educators are Talking about FIP...

*Spring 2013 Advisory Committee*

**“It was eye opening to see that even educators have a hard time clearly defining what counts as formative instruction and summative instruction.”**

**“This module helped me understand what learning targets are and how they can be helpful to both the teacher as well as the student. It also informed me of how to make learning targets more clear and how to "break down" a standard into smaller and more manageable parts.”**

**“This module did a great job of demonstrating how teachers are to accurately collect and document formative evidences of student learning. The videos and activities made connections that were easy to understand as a teacher.”**

**“I would love to see a requirement tied to this in terms of professional learning in groups within a school and school level leadership. I think this component is critical if this is going to be effective in changing teacher practices when implementing in the classroom.”**



# FIP Alignment to TKES

## 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 seven online learning modules 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>	Formative Instructional Practices Online Learning Modules						
	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Module 7
<b>1. Professional Knowledge:</b> 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 Places 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.							
<b>2. Instructional Planning:</b> 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 courses, unit, and daily plans, and is able to adjust plans when needed.							
<b>3. Instructional Strategies:</b> 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 development of key knowledge and skills.							
3.1 Engages students in active learning and maintains interest.							
3.2 Builds upon students' existing knowledge and skills.							
3.3 Reinforces learning goals consistently throughout the lesson.							
3.4 Uses a variety of research-based instructional strategies and resources.							
3.5 Effectively uses appropriate instructional technology to enhance student learning.							
3.6 Communicates and presents material clearly, and checks for understanding.							
3.7 Develops higher order thinking through questioning and problem-solving activities.							
3.8 Engages students in authentic learning by providing real-life examples and interdisciplinary connections.							
<b>4. Differentiated Instruction:</b> The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.							
4.1 Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.							
4.2 Provides remediation, enrichment, and acceleration to further student understanding of material.							
4.3 Uses flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs/goals.							
4.4 Uses diagnostic, formative, and summative assessment data to inform instructional modifications for individual students.							
4.5 Develops critical and creative thinking by providing activities at the appropriate level of challenge for students.							
4.6 Demonstrates high learning expectations for all students commensurate with their developmental levels.							
<b>5. Assessment Strategies:</b> The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.							
5.1 Aligns student assessment with the established curriculum and benchmarks.							
5.2 Involves students in setting learning goals and monitoring their own progress.							
5.3 Varies and modifies assessments to determine individual student needs and progress.							
5.4 Uses formal and informal assessments for diagnostic, formative, and summative purposes.							
5.5 Uses grading practices that report final mastery in relationship to content goals and objectives.							
5.6 Uses assessment techniques that are appropriate for the developmental level of students.							
5.7 Collaborates with others to develop common assessments, when appropriate.							
<b>6. Assessment Uses:</b> The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.							
6.1 Uses diagnostic assessment data to develop learning goals for students, to differentiate instruction, and to document learning.							
6.2 Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objectives.							
6.3 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust instruction.							
6.4 Systematically analyzes and uses data to measure student progress, to design appropriate interventions, and to inform long- and short-term instructional decisions.							
6.5 Shares accurate results of student progress with students, parents, and key school personnel.							
6.6 Provides constructive and frequent feedback to students on their progress toward their learning goals.							
6.7 Teaches students how to self-assess and to use metacognitive strategies in support of lifelong learning.							
<b>7. Positive Learning Environment:</b> The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.							
7.1 Responds to disruptions in a timely, appropriate manner.							
7.2 Establishes clear expectations for classroom rules, routines, and procedures and enforces them consistently and appropriately.							
7.3 Models caring, fairness, respect, and enthusiasm for learning.							
7.4 Promotes a climate of trust and teamwork within the classroom.							
7.5 Promotes respect for and understanding of students' diversity, including – but not limited to – race, color, religion, sex, national origin, or disability.							
7.6 Actively listens and pays attention to students' needs and responses.							
7.7 Creates a warm, attractive, inviting, and supportive classroom environment.							
7.8 Arranges the classroom materials and resources to facilitate group and individual activities.							
<b>8. Academically Challenging Environment:</b> The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.							
8.1 Maximizes instructional time.							
8.2 Conveys the message that mistakes should be embraced as a valuable part of learning.							
8.3 Encourages productivity by providing students with appropriately challenging and relevant material and assignments.							
8.4 Provides transitions that minimize loss of instructional time.							
8.5 Communicates high, but reasonable, expectations for student learning.							
8.6 Provides academic rigor, encourages critical and creative thinking, and pushes students to achieve goals.							
8.7 Encourages students to explore new ideas and take academic risks.							
<b>9. Professionalism:</b> The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.							
9.1 Carries out duties in accordance with federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices.							
9.2 Maintains professional demeanor and behavior (e.g., appearance, punctuality and attendance).							
9.3 Respects and maintains confidentiality.							
9.4 Evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on student learning and sets goals for improvement.							
9.5 Participates in ongoing professional growth activities based on identified areas for improvement (e.g., mentoring, peer coaching, course work, conferences) and incorporates learning into classroom activities.							
9.6 Demonstrates flexibility in adapting to school change.							
9.7 Engages in activities outside the classroom intended for school and student enhancement.							
<b>10. Communication:</b> The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.							
10.1 Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom and school environment.							
10.2 Engages in ongoing communication and collaboration with students, parents, administrators, and student personnel and student progress with families in a timely and constructive manner.							
10.3 Collaborates and networks with colleagues and community to reach mutual decisions that advance and promote student learning.							
10.4 Uses precise language, correct vocabulary and grammar, and appropriate forms of oral and written communication.							
10.5 Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner.							
10.6 Adheres to school and district policies regarding communication of student information.							
10.7 Creates a climate of accessibility for parents and students by demonstrating a collaborative and approachable style.							
10.8 Listens and responds with cultural awareness, empathy, and understanding to the voice and opinions of stakeholders (parents, community, students, and colleagues).							
10.9 Uses modes of communication that are appropriate for a given situation.							



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# FIP Alignment to LKES



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

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

Leader Assessment on Performance Standards	Formative Instructional Practices Online Learning Modules						
	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Module 7
<b>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.</b>							
1.1 Articulates a vision and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and program 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 implement school improvement.							
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 protect 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.							
<b>2. School Improvement: The leader promotes the success of all students by monitoring, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</b>							
2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.							
2.2 Consistently models and collaboratively promotes high expectations, mutual respect, openness, and empathy for students, staff, parents, and community.							
2.3 Utilizes shared decision-making to build relationships with all stakeholders and maintain positive school morale.							
2.4 Maintains a collegial environment and supports the staff through the stages of the change process.							
2.5 Develops and/or implements a Safe School Plan that manages crisis situations in an effective and timely manner.							
2.6 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment which reflects state, district, and local school rules, policies, and procedures.							
2.7 Develops and/or implements best practices in school-wide behavior management that are effective within the school community.							
2.8 Communicates behavior management expectations regarding behavior to students, teachers, and parents.							
<b>3. Organizational Management: The leader fosters the success of all students by analyzing and using a variety of data to inform planning and decision-making consistent with established policies and procedures.</b>							
3.1 Leads the collaborative development of a shared vision for educational improvement and of a plan to attain that vision.							
3.2 Implements strategies for the evaluation of staff and stakeholders in various planning processes.							
3.3 Supports the district's mission by identifying, articulating, and planning to meet the educational needs of students, staff, and other stakeholders.							
3.4 Works collaboratively to develop and monitor progress toward achieving long- and short-range goals and objectives consistent with the school district's strategic plan.							
3.5 Collaboratively develops, implements, and monitors a school improvement plan that results in increased student learning.							
3.6 Collaboratively plans, implements, supports, and assesses instructional programs that enhance teaching and student achievement, and lead to school improvement.							
3.7 Uses research-based techniques for gathering and analyzing data from multiple sources to use in making decisions related to the curriculum and school improvement.							
3.8 Monitors and evaluates the use of diagnostic, formative, and summative assessments to provide timely and accurate feedback to students and parents, and to inform instructional practices.							
3.9 Uses assessment information in making recommendations or decisions that are in the best interest of the learner/school/district.							
3.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.							
<b>4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</b>							
4.1 Demonstrates and communicates a working knowledge and understanding of Georgia public education rules, regulations, and laws, and school district policies and procedures.							
4.2 Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds.							
4.3 Monitors and provides supervision efficiently for all physical plant and all related activities through an appropriately prioritized process.							
4.4 Identifies potential problems and deals with them in a timely, consistent, and effective manner.							
4.5 Establishes and uses accepted procedures to develop short- and long-term goals through effective allocation of resources.							
4.6 Reviews fiscal records regularly to ensure accountability for all funds.							
4.7 Plans and prepares a fiscally responsible budget to support the school's mission and goals.							
4.8 Follows federal, state, and local policies with regard to finance and school accountability and reporting.							
4.9 Shares in management decisions and delegates duties as applicable, resulting in a smoothly operating workplace.							
<b>5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.</b>							
5.1 Sources, recommends, and assigns highly qualified staff in a fair and equitable manner based on school needs, assessment data, and local, state, and federal requirements.							
5.2 Supports formal building-level employee induction processes and mentoring procedures to support and assist all new personnel.							
5.3 Provides opportunities for professional growth in leadership and continual improvement for all staff.							
5.4 Manages the supervision and evaluation of staff in accordance with local, state, and federal requirements.							
5.5 Supports professional development and instructional practices that incorporate the use of achievement data, and results in increased student progress.							
5.6 Effectively addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly-qualified personnel.							
5.7 Makes appropriate recommendations relative to personnel transfer, retention, and dismissal in order to maintain a high performing faculty.							
5.8 Recognizes and supports the achievements of effective teachers and staff and provides them opportunities for increased responsibility.							
<b>6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on increased student learning.</b>							
6.1 Has a thorough understanding of the teacher and staff evaluation systems and understands the important role evaluation plays in teacher development.							
6.2 Provides support, resources, and remediation for teachers and staff to improve job performance.							
6.3 Documents deficiencies and proficiencies and provides timely formal and informal feedback on strengths and weaknesses.							
6.4 Evaluates performance of personnel using multiple sources consistent with district policies and maintains accurate evaluations.							
6.5 Makes recommendations related to promotion and retention consistent with established policies and procedures and with student learning as a primary consideration.							
6.6 Involves teachers and staff in designing and implementing best practices based on evaluation results which improve instructional practice leading to increased student achievement.							
<b>7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.</b>							
7.1 Models respect, understanding, sensitivity, and appreciation.							
7.2 Works within professional and ethical guidelines to improve student learning and to meet school, district, state, and federal requirements.							
7.3 Maintains a professional appearance and demeanor.							
7.4 Models self-efficacy to staff.							
7.5 Maintains confidentiality and a positive and forthright attitude.							
7.6 Provides leadership in sharing ideas and information with staff and other professionals.							
7.7 Works in a collegial and collaborative manner with other leaders, school personnel, and other stakeholders to promote and support the vision, mission, and goals of the school district.							
7.8 Demonstrates the importance of professional development by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).							
7.9 Evaluates the impact professional development has on the staff/school/district improvement and student achievement.							
7.10 Assumes responsibility for own professional development by contributing to and supporting the development of the profession through service as an instructor, mentor, coach, presenter and/or researcher.							
7.11 Remains current with research related to educational issues, trends, and practices.							
7.12 Maintains a high level of technical and professional knowledge.							
7.13 Fulfills contractual obligations and assigned duties in a timely manner; participates in other meetings and activities in accordance with district policy.							
<b>8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.</b>							
8.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.							
8.2 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.							
8.3 Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.							
8.4 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.							
8.5 Speaks and writes in an explicit and professional manner to students, parents, staff, and other stakeholders.							
8.6 Provides a variety of opportunities for parent and family involvement in school activities.							
8.7 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.							



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# Let's Talk About FIP



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# ***Foundations Modules: Formative Instructional Practices***

## **1. Introduction to 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. 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 Modules: 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. Analyzing Evidence and Providing Effective Feedback**

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





# ***Foundations Modules: Formative Instructional Practices***

## **5. Student Ownership of Learning: Peer Feedback, Self-Assessment, and More**

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 and Coaching Modules: Formative Instructional Practices***

## **6. Leading Formative Instructional Practices**

- 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, district and school leaders



# ***Leadership and Coaching Modules: Formative Instructional Practices***

## 7. Coaching Formative Instructional Practices

- Know how to plan for the change process and to promote a systemic approach to formative instructional practices.
- Know how to leverage blended learning and professional learning teams.
- Understand how to sustain the implementation of formative instructional practices.
- Know how to provide teachers with effective feedback as they learn about formative instructional practices.
- Know how to employ resources and strategies that support formative instructional practices.
- **Target audience:** Facilitators, instructional coaches, curriculum supervisors, department heads, district and school leaders



# Learning Options for FIP



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# Learning Paths

*\* Recommended for Optimum Learning*

## Teacher Learning Paths

1. Professional Learning Team (Modules 1-5) \*
2. With Friends (Modules 1-5)
3. On my Own (Modules 1-5)

## Coaches and Teacher-Leader Learning Paths

1. Coaching FIP for Student Success (Modules 1-5, and 7)

## District, School and Instructional Leader Learning Paths

1. Leading FIP for Student Success (Modules 1-7) \*
2. FIP Leadership Essentials (Modules 1, 6 and/or 7)



# Learning Components

*\*Recommended for Professional Learning Team (PLT)*

- **Pre-Activity**
- **Online Module Completion \***
- **Confirming Learning (online management) \***  
Ensures that educators have met the learning targets of the modules.
- **Confirming Practice \***  
Facilitates reflection and discussion about educator practice.
- **Confirming Commitment\***  
Helps educators set goals and take action based on what they've learned from the modules.
- **Reflection**
- **My Learning Folder**  
Collects evidence of professional learning and implementation.





# **Formative Instructional Practices are Best Practices**



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# Best Practice



## LEARNING TARGETS ARE CLEAR

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





# Best Practice

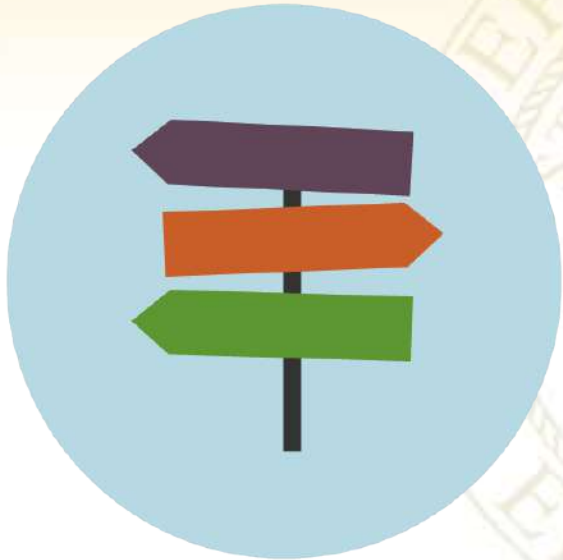


## EVIDENCE OF STUDENT LEARNING IS COLLECTED AND DOCUMENTED

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



# Best Practice



## FEEDBACK IS EFFECTIVE

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



# Best Practice



## STUDENTS TAKE OWNERSHIP OF THEIR LEARNING

Students can answer the question, **“What do I need to do to be successful?”**



# Best Practice

Everyone—including teachers, students, leaders, and parents—uses and understands formative instructional practices.



# Best Practice



Schools embrace a collaborative culture that supports teachers' efforts to improve their practice. Teachers work together to embed formative instructional practices based on Georgia's curriculum in their classrooms, learn from each other, and develop shared expectations of what students should know and be able to do.



# Best Practice



Parents are clear about the learning targets and understand what their child should know and be able to do. As a result, they can better support their child's learning at home.



# Best Practice



Leaders model and support the practices they want teachers and students to master. School leaders provide effective feedback, establish clear learning targets, and create structures that foster success.





# Getting Started with FIP Online Professional Learning

*Access Codes, District Implementation and PLU Credit*



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# Accessing Georgia FIP

The district's Assessment Director or Testing Coordinator serves as the GaDOE FIP liaison. The Assessment Director downloads from the GaDOE Portal the unique and role-specific FIP online access codes for the central office, and for each school. Access codes allow FIP learners to create individual accounts by name, work email address, and password to access FIP online learning and/or use the management functions of the online system. If a school in the district has been consolidated or is a new school, work through your district's assessment director to have this resolved. The assessment director will contact GaDOE for assistance.

## Types of Access Codes

District Office Administrative/Learner (Online Monitoring/Management)

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

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

School **Learner Code** (Teachers)



# Accessing Georgia FIP

- Visit [www.gadoe.org/GeorgiaFIP](http://www.gadoe.org/GeorgiaFIP) to download directions for creating an account as a new user; “New Users-GA FIP Login Directions.”
- On the Georgia FIP web page, locate, “Login to FIP Professional Learning,” and use the directions for creating an account with your unique FIP Access Code.
- For more information on use of the administrative and management features in FIP, download the resource from the web page, “Monitoring Tool.”
- Access to the administrative features in FIP have also been provided for school-level principals through a unique school-level administrative code that is a different code from the access code that teachers will use for online learning in the school.
- After login, click “My Learning” to access the online modules.
- IT and login support is available at: [support@battelleforkids.org](mailto:support@battelleforkids.org) or (866) 543-7555. GADOE will begin to assume technical support in 2014 and more information will be provided.



# [www.gadoe.org/GeorgiaFIP](http://www.gadoe.org/GeorgiaFIP)

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

Accountability

**Assessment Research, Development and Administration**

Career, Technical and Agricultural Education

Curriculum and Instruction

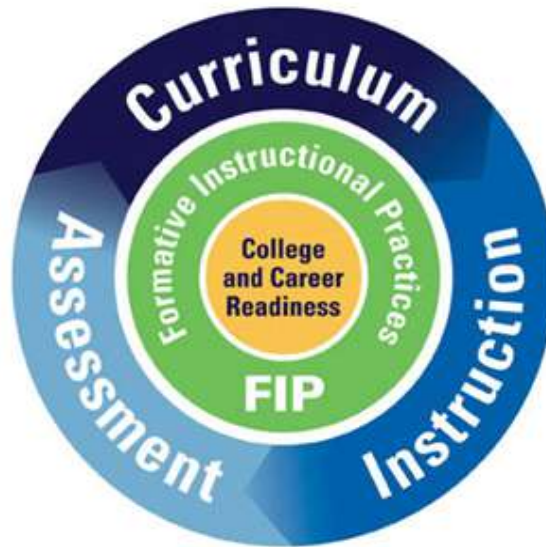
School Psychological Services

Special Education Services and Supports

Student Support Teams

State Schools

## Georgia FIP: The Keys to Student Success



### Contact Info

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### FIP Resources

[Login to FIP Professional Learning](#)

[New Users - Georgia FIP](#)

[Overview of FIP Professional Learning](#)

[FIP Overview Presentation](#)

[FIP Brochure for Teachers](#)

[FIP Brochure for Leaders](#)

[Getting Started with FIP - Districts and Schools](#)

Click here to see what educators are saying about Georgia FIP

- [Georgia Educators Talk About FIP](#)

**Purpose**

9-minute video

Internet



Inbox - kharris-wright...

Columbia County FIP ...

Georgia FIP: The Key ...

Search Desktop



# New Users Login Directions from FIP Web Page



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## Directions to Access Georgia FIP Online Modules and Resources

**Step 1** Teachers need to secure the school-specific access code from the principal. If you are district office staff, secure the district-specific access code from the district's Assessment Director or Testing Coordinator. If you work at a RESA, secure the RESA-specific access code from the RESA Director.

**Step 2** Have your work email address and FIP access code available to create an account. Enter the Url below into your browser and launch it to create a new account.

<https://portal.battelleforkids.org/Georgia/Core/BFKlogin.aspx?sflang=en>



**Step 3** Click, "Create a New Account." Enter your email address and access code, and click, "Continue."

**Step 4** Enter your demographic information and type a password of a minimum of 5 characters in length including one upper case and one lower case letter. Press, "Continue."

**Step 5** Agree to the "Terms and Conditions for Use." After agreeing, you will be in the FIP Portal. Click "My Learning" to begin the online modules.

**Note:** **If you already have an established account,** go to the Georgia FIP login page and login with your email address and password.

<https://portal.battelleforkids.org/Georgia/Core/BFKlogin.aspx?sflang=en>

For technical support or assistance, please email [Support@BattelleforKids.org](mailto:Support@BattelleforKids.org) or call 1-866-543-7555.

# New Users Click, "Create A New Account"



**Georgia FIP**  
The Keys to Student Success

My Portal



Georgia Formative Instructional Practices (FIP) is a professional learning opportunity provided by the Georgia Department of Education. This professional learning opportunity will assist educators in learning about formative instructional practices and enhancing their own use of these strategies. Georgia FIP provides a blended learning experience focusing on the four core components of formative instructional practice.

To learn more about FIP, visit [www.gadoe.org/GeorgiaFIP](http://www.gadoe.org/GeorgiaFIP).

An access code is required to create a new account.  
Obtain your district or school-specific access code from your principal or supervisor.

### Account Login

Email Address:

Password:

[Forgot Password?](#)



#### Login Instructions

**If this is your first time logging in and you have an access code:** [create a new account](#).

**Password Reset:** When resetting your password the new password must be more than five characters in length, contain at least one upper case letter and at least one number.

For technical support or assistance, please e-mail [Support@BattelleforKids.org](mailto:Support@BattelleforKids.org) or call 1-866-543-7555.



Browser address bar: <https://portal.battelleforkids.org/Georgia/Core/Account/CreateNewAccount.aspx?sflang=en>

Browser menu: Edit View Favorites Tools Help

Browser toolbar: Search Share More >> Sign In

Favorites: Georgia - Create New Account

Browser status bar: Page Safety Tools



LOGIN

Home My Portal

### Create New Account

Step 1 of 3

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 e-mail [Support@BattelleforKids.org](mailto:Support@BattelleforKids.org) or call 1-866-543-7555 for assistance.

Email Address:

Access Code:

Continue Cancel



# Access Learning, Create Code Posters, Users Guide and Resources



**Georgia FIP**  
The Keys to Student Success

LOG OUT

My Portal

Kelli Harris-Wright



- My Learning
- Manage Learning
- Manage Learn Completion

- Create Access Flyer
- Learn System Users Guide
- FIP Learning Resources



User/Staff Search



Take  
FIP  
Courses

Monitor and  
management  
online learning



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## GEORGIA FIP: THE KEYS TO STUDENT SUCCESS

Formative instructional practices (FIP) are the formal and informal ways that teachers and students gather and respond to evidence of student learning. These practices are the heart of effective teaching and learning, and are vital to connecting the dots between many school improvement efforts.

Through Race to the Top, the Georgia Department of Education is making online learning pathways about FIP available to all Georgia educators. The modules in these pathways are part of a blended learning experience designed to enhance your knowledge of high-impact practices.

### Access Online Learning

To access the online learning paths, visit the Georgia FIP Portal at [portal.battelleforkids.org/Georgia](http://portal.battelleforkids.org/Georgia) and click the My Portal tab.

**If you already have an account:** Log in using your email address and password. You can use the "Forgot Password?" link to reset your password.

**If you are a new user:** Click the "Create a New Account" link. Use your school email address and the access code listed below to set up your account.

Your Access Code:

**Access Code for: Morrow Middle School**

### Personalized Learning Paths

The role-based learning paths listed below are available through the Georgia FIP Portal. Select the learning path to complete as directed by your school leader or facilitator.

- FIP for Teachers Learning Path (5 modules)
- Leadership Essentials for School Leaders (2 modules)
- Leading FIP for Student Success – School Leaders (6 modules)
- Leadership Essentials for Instructional Coaches (2 modules)
- Leading FIP for Student Success – Instructional Coaches (6 modules)

### Enroll in Learning

- Click the "My Learning" link available on your dashboard.
- On the right side of the page, under the Quick Links header, click "Enroll in Learning."
- Select the learning path you want to complete and click the "Enroll" button. Follow the prompts to complete your enrollment.

TIP: If you have already started a module, click "Resume" to pick up where you left off.

### Need Technical Support?

Contact Battelle for Kids at [Support@BattelleforKids.org](mailto:Support@BattelleforKids.org) or call 1-866-543-7555.

**Example of School's FIP Access  
Code Flyer for Learners to  
Distribute to Faculty with "New  
User Directions"**



# Online System User's Guide

**USER'S GUIDE**

**BFK•Learn™**

**Battelle for Kids**  
Bringing clarity to school improvement

# Tab for FIP Facilitation Guide



**Georgia FIP**  
The Keys to Student Success

My Portal

## FIP Learning Resources

Explore the tabs below to find resources designed to help supplement the individual learning experience and facilitate learning about formative instructional practices in teams.

**FIP Facilitation Guide**

Supplemental Materials

### Facilitating Formative Instructional Practices: A Blended Learning Experience


*These resources correspond with the formative instruction online learning modules and are designed to help facilitate learning about formative instructional practices in learning teams.*

#### Introduction to the Facilitating Formative Instructional Practices Guide

Introduction


 [Click Here](#)

Module Overviews


 [Click Here](#)

#### Module 1 Facilitation: Introduction to Formative Instructional Practices

Module 1 Facilitator Materials


 [Click Here](#)

Module 1 Participant Handouts

 [Click Here](#)

#### Module 2 Facilitation: Clear Learning Targets

Module 2 Facilitator Materials

 [Click Here](#)

Module 2 Participant Handouts

 [Click Here](#)



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# Tab for Supplemental Materials and Handouts

My Portal

## FIP Learning Resources

Explore the tabs below to find resources designed to help supplement the individual learning experience and facilitate learning about formative instructional practices in teams.

FIP Facilitation Guide


**Supplemental Materials**

### Supplemental Materials *(Optional)*

*Below are materials to enhance the online learning experience, including reflection questions, goal-setting templates, and meeting agenda templates.*

#### All Learning Paths

Meeting Summary Template


 [Click Here](#)

"I Used to Think, But Now I Think" Reflection Template

 [Click Here](#)

#### FIP for Teachers Learning Path

Reflection Questions Template - Teachers


 [Click Here](#)

Setting Goals for Formative Instructional Practices in the Classroom

 [Click Here](#)

#### Leadership Essentials for School Leaders Learning Path

Reflection Questions Template - Essentials for Leaders

 [Click Here](#)


#### Leadership Essentials for Instructional Coaches Learning Path

Reflection Questions Template - Essentials for Coaches


 [Click Here](#)

#### Leading FIP for Student Success - School Leaders Learning Path

Reflection Questions Template - Leaders

 [Click Here](#)

Setting Goals for Formative Instructional Practices - School Leaders

 [Click Here](#)

# Facilitation Resource: Prior-to-Meeting “To Do List”

## Prior to Facilitating Discussion about Module 1: Introduction to Formative Instructional Practices

The following checklist can help you plan for a successful meeting(s) about Module 1: Introduction to Formative Instructional Practices.

### READY TO GO

### NEED TO DO THIS

- Ensure that all teachers have access to the *Foundations of Formative Instructional Practices* modules.
- Ensure that all teachers have completed Module 1.
- Review Module 1. This includes reviewing reflection questions and video that might be incorporated into the meeting(s).
- Review the Module 1 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 took Module 1.
- One week before the scheduled meeting(s), send copies of the agenda to colleagues.
- Make copies of participant resources as needed.
- Review Module 2: Clear Learning Targets to help you preview the next module with teachers. This will occur in Section III of Module 1 facilitation.
- Arrange internet access if you plan to refer to any pages in Module 1.



# Facilitation Resource: Agenda Example

## MODULE 1



### MODULE 1 FACILITATION AGENDA

**MODULE 1:** Introduction to Formative Instructional Practices

**TOTAL TIME:** 90 minutes

#### MODULE 1 LEARNING TARGETS:

- Understand what formative instructional practices are.
- Become familiar with key research findings related to the effects of formative instructional practices on student achievement.

#### Section I: Confirming Our Learning

##### Activity 1: Misconceptions about Formative Instructional Practices

**Purpose:** The purpose of this activity is to clarify common educator misconceptions or pitfalls about formative instructional practices. *Time: 30 minutes*

#### Section II: Confirming Our Practice

##### Activity 1: My Formative Instructional Practices

**Purpose:** The purpose of this activity is for teachers to self-assess where they are with their own use of formative instructional practices. *Time: 20 minutes*

##### Activity 2: I Used to Think, But Now I Think...

**Purpose:** The purpose of this activity is for teachers to reflect on any changes in thinking about formative instructional practices based on what they have learned so far. *Time: 10 minutes*

#### Section III: Confirming Our Commitment

##### Activity 1: What Comes Next in Our Learning?

**Purpose:** The purpose of this activity is for the team to understand what comes next in the learning and prepare for the completion of Module 2: Clear Learning Targets. *Time: 20 minutes*

##### Activity 2: How Are You Progressing On Your Learning Journey?

**Purpose:** The purpose of this activity is to determine how comfortable the team is with their learning journey so far. *Time: 10 minutes*

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# Facilitation Resource – Answer Key

MODULE 2



FACILITATOR  
ANSWER KEY

SECTION 1 ACTIVITY 2

## Critiquing Deconstructed "Standards"

**DIRECTIONS:** Two of your colleagues are teaching students how to drive. In order to prepare for instruction, they each deconstructed the standard, "Drive a car with skill."

Choose a partner, and complete the following steps:

- Partner A: Critique Card A.
- Partner B: Critique Card B.
- Be prepared to share your critique with your partner.
- Feel free to return to Module 2 as needed.

### CARD A

**STANDARD:** Drive a car with skill. **ULTIMATE TARGET TYPE:** Skill Target

**UNDERPINNING TARGETS:**

CARD ID	KNOWLEDGE	REASONING	SKILL	PRODUCT
CARD A	<ul style="list-style-type: none"> <li>- Know the laws</li> <li>- Understand informal rules of the road</li> <li>- Know how to read signs and understand them</li> </ul>	<ul style="list-style-type: none"> <li>- Analyze road conditions</li> <li>- Analyze vehicle performance</li> <li>- Analyze other drivers' actions</li> <li>- Evaluate options...safety</li> </ul>	<ul style="list-style-type: none"> <li>- Steering, shifting</li> <li>- Parallel parking</li> <li>- Parking, signaling, etc.</li> <li>- Fluidity in actions</li> </ul>	None

### CARD A

**EXAMPLE OF STRONG WORK**

- The ultimate target is a skill target because physically demonstrating the ability to drive the car is the heart of the learning.
- The underpinning targets are classified appropriately.

### CARD B

**STANDARD:** Drive a car with skill. **ULTIMATE TARGET TYPE:** Reasoning Target

**UNDERPINNING TARGETS:**

CARD ID	KNOWLEDGE	REASONING	SKILL	PRODUCT
CARD B	<ul style="list-style-type: none"> <li>- Know the laws</li> <li>- Steering, shifting</li> <li>- Parking</li> <li>- Know how to read road signs</li> </ul>	<ul style="list-style-type: none"> <li>- Consider road conditions</li> <li>- Understand road signs</li> <li>- Analyze other drivers' actions</li> <li>- Evaluate options...safety</li> </ul>	None	None

### CARD B

**EXAMPLE OF WEAK WORK**

- The ultimate target is a skill target because physically demonstrating the ability to drive the car is the heart of the learning.
- The underpinning targets are not classified appropriately.

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# Starting FIP in a District

- Visit the FIP web site: [www.gadoe.org/GeorgiaFIP](http://www.gadoe.org/GeorgiaFIP)
- View the video of Dr. Barge and Georgia's FIP Advisory Committee sharing their experiences with FIP professional learning.
- Download the files, *Overview of Georgia FIP Online Learning*, and *Getting Started Districts and Schools*, to learn about the content for professional learning and implementation considerations.
- Contact the district's Assessment Director or Testing Coordinator to determine if the district has planned an implementation for FIP, and/or to obtain the appropriate FIP online access code for your role in the district.



# Starting FIP in a District

- Seek approval, if needed, for FIP implementation with key district leadership to build support for implementation.
- Develop a plan and timeline for implementation and link FIP to existing improvement efforts and to TKES and LKES. Download the alignment of FIP to TKES and LKES from the FIP web page.
- Think about how FIP can support a Priority, Focus, Alert and Reward school.
- There are numerous ways to implement FIP in a district.
- Consider how the RESA can assist with implementing FIP.





# FIP Sample Implementation Plans

## Sample Plan #1

***District Level: District Assessment***  
*Director/Testing Coordinator and district FIP Team present the informational PowerPoint to identified district-level staff who serve as FIP Contact Persons. FIP is implemented in FIP volunteer and/or assigned schools. FIP Contact Persons facilitate all modules, discussion and application of FIP strategies for school-level staff through a synchronous learning schedule.*



# FIP Sample Implementation Plans

## Sample Plan #2

**District Level:** District Assessment Director/Test Coordinator and FIP Team present informational FIP PowerPoint, and Module 1 to district leaders, principals and/or coaches in two different meetings.

**School Level:** Principals take Modules 6 or 7 within a designated time frame. School principals are given the option to decide when to take, and how to lead Modules 1-5 with teachers using Professional Learning Teams. Principals share their FIP plans with district's FIP Team, and continually update the district's Team on school-level implementation.



# FIP Sample Implementation Plans

## Sample Plan #3

### *RESA Level:*

**Awareness - RESAs can facilitate ongoing activities and sessions to build an awareness of FIP in districts and explain how FIP supports existing educational improvement efforts in Georgia.**

**Build Capacity – RESAs can offer professional learning communities for teachers, coaches and leaders that deepen understanding of the content of FIP and support educators in goal-setting and determining action steps for use of FIP strategies in schools and classrooms.**




# Recommended FIP PLU Credit



## 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 Module Learning Time	Additional FIP Learning Resource Time	Total Time
<b>Teachers</b>			
<b>FIP for Teachers Learning Path</b>			
<ul style="list-style-type: none"> <li>Includes Modules 1–5</li> </ul>			
This learning path includes modules to help teachers learn how to: use clear learning targets; collect and document evidence of learning; analyze evidence and provide effective feedback; and involve students as active owners of their learning.			
<b>This learning path can be used by teachers in several ways. Three different approaches are listed below:</b>			
<b>In a Professional Learning Team (recommended)</b>			
Teachers can use the online learning modules 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.	11 hours	15–20 hours	26–31 hours (3 PLUs)
<b>With Friends</b>			
Teachers can select a friend or two and collaborate to complete the learning at their own pace.	11 hours	10–12 hours	21–23 hours (2 PLUs)
<b>On My Own</b>			
Teachers can individually complete the learning path and use the FIP learning resources to have a self-paced personal learning experience.	11 hours	5–7 hours	16–18 hours (1 PLU)
<b>Instructional Coaches/Teacher Leaders</b>			
<b>Coaching FIP for Student Success Learning Path</b>			
<ul style="list-style-type: none"> <li>Includes Modules 1–5 and 7</li> </ul>			
This learning path includes modules that will help coaches/teacher leaders facilitate positive change by helping teachers use FIP.			
<b>School Leaders</b>			
There are two learning path options for school leaders to choose from:			
<b>Option 1: Leading FIP for Student Success Learning Path</b>			
<ul style="list-style-type: none"> <li>Includes Modules 1–6</li> </ul>			
This learning path allows school leaders to have a deeper learning experience. It will encourage leaders to engage in conversation with teachers about the foundations of FIP.			
<b>Option 2: FIP Essentials for School Leaders Learning Path</b>			
<ul style="list-style-type: none"> <li>Includes Modules 1 and 6</li> </ul>			
This learning path is for school leaders who will be supporting and leading FIP in their school or district. It will provide leaders with a basic understanding of FIP as well as how to lead change.			



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# Other Considerations

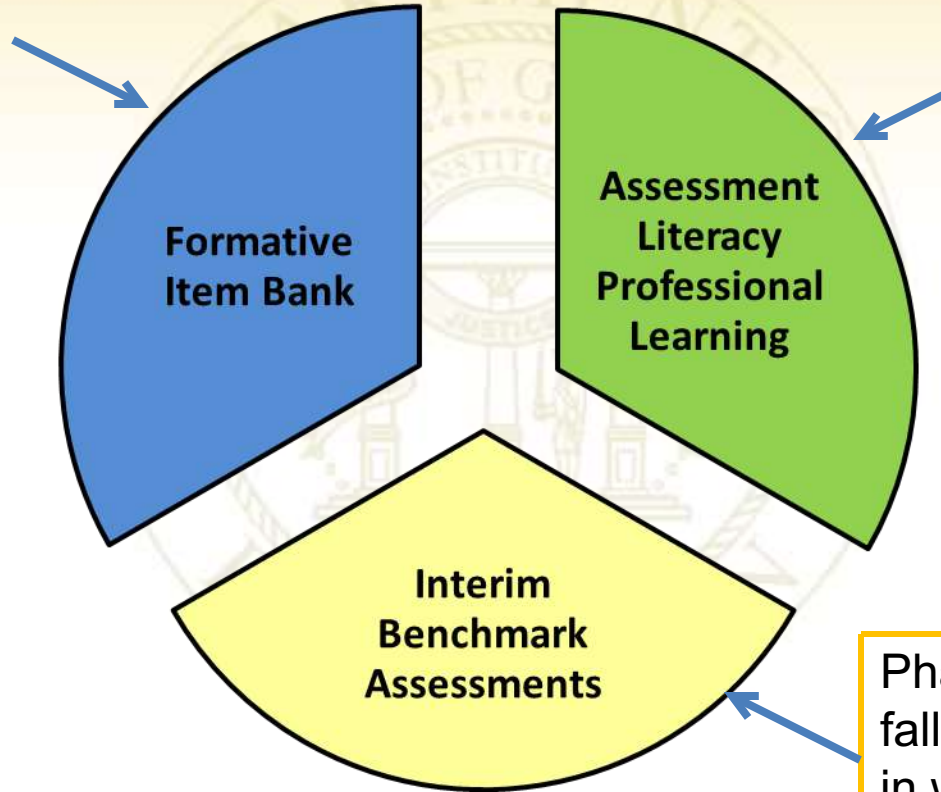
1. Involve the technology department from the onset.
2. Identify the participants for FIP Professional Learning: (pilot, volunteers, cluster of schools needing improvement, selected teacher-leaders)
3. Consider the Learning Path Options: (1) Professional Learning Team (PLT), (2) With Friends, or (3) On My Own. (***PLT is most successful method***)
4. Determine a timeline for completion of each online module that includes: facilitation support, classroom practice, reflection, and discussion.
5. Consider and plan for local professional learning unit credits (PLUs).
6. Determine if funds exist for stipends or honorariums.
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 on implementation, and a monitoring system that includes use of the online administrative features in FIP.



# Formative Assessment Initiatives

*Bringing a Balanced Assessment Focus to the Classroom*

Phase I items released into OAS fall 2012; Phase II items to be released in fall 2013



Pilot in winter 2013; Statewide launch in summer 2013

Phase I item pilot in fall 2013; Phase II pilot in winter 2014



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