GEORGIA DEPARTMENT OF EDUCATION

Introduction and Overview

Formative Instructional Practices Professional Learning

www.gadoe.org/GeorgiaFIP
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
Formative Instructional Practices (FIP)

Formative Assessment/ Diagnostic

- Design
- Teach

Formative Assessment

- Re-Design
- Teach

Formative Assessment

- Re-Design
- Teach

Summative Assessment

- Design
- Teach

Georgia’s Rigorous Curriculum
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
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%)
“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 Connections

Current Improvement Efforts
**FIP Alignment to TKES**

<table>
<thead>
<tr>
<th>Assessment Area</th>
<th>TKES Area</th>
<th>Standard Language</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Professional Knowledge</td>
<td>1.1</td>
<td>Demonstrates knowledge and integrates critical thinking strategies and practices</td>
<td>The teacher demonstrates effective and efficient use of content knowledge, critical thinking strategies and practices.</td>
</tr>
<tr>
<td>2. Knowledgeable, Current, and Responsive Teacher</td>
<td>2.1</td>
<td>Demonstrates knowledge and integrates critical thinking strategies and practices</td>
<td>The teacher demonstrates effective and efficient use of content knowledge, critical thinking strategies and practices.</td>
</tr>
<tr>
<td>3. Effective Student Learning Environment</td>
<td>3.1</td>
<td>Demonstrates knowledge and integrates critical thinking strategies and practices</td>
<td>The teacher demonstrates effective and efficient use of content knowledge, critical thinking strategies and practices.</td>
</tr>
<tr>
<td>4. Effective Instructional Strategies</td>
<td>4.1</td>
<td>Demonstrates knowledge and integrates critical thinking strategies and practices</td>
<td>The teacher demonstrates effective and efficient use of content knowledge, critical thinking strategies and practices.</td>
</tr>
<tr>
<td>5. Authentic Assessment</td>
<td>5.1</td>
<td>Demonstrates knowledge and integrates critical thinking strategies and practices</td>
<td>The teacher demonstrates effective and efficient use of content knowledge, critical thinking strategies and practices.</td>
</tr>
<tr>
<td>6. Effective Use of Technology</td>
<td>6.1</td>
<td>Demonstrates knowledge and integrates critical thinking strategies and practices</td>
<td>The teacher demonstrates effective and efficient use of content knowledge, critical thinking strategies and practices.</td>
</tr>
<tr>
<td>7. Professional and Personal Development</td>
<td>7.1</td>
<td>Demonstrates knowledge and integrates critical thinking strategies and practices</td>
<td>The teacher demonstrates effective and efficient use of content knowledge, critical thinking strategies and practices.</td>
</tr>
<tr>
<td>8. Communication</td>
<td>8.1</td>
<td>Demonstrates knowledge and integrates critical thinking strategies and practices</td>
<td>The teacher demonstrates effective and efficient use of content knowledge, critical thinking strategies and practices.</td>
</tr>
</tbody>
</table>

**Georgia FIP** is designed to enhance knowledge and use of formative instructional practices through seven online learning modules that align to TAPs.
How Does Georgia FIP Align to the Leader Assessment on Performance Standards (LAPS)?

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

**Leader Assessment on Performance Standards**

<table>
<thead>
<tr>
<th>Leader Assessment on Performance Standards</th>
<th>Formative Instructional Practices</th>
<th>Teacher Development Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Instructional Leadership</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Teacher Effectiveness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Student Engagement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Professional Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Emotional Engagement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Cultural Proficiency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Professional Practice</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**FIP Alignment to LKES**

Dr. John D. Barge, State School Superintendent

"Making Education Work for All Georgians"

www.gadoe.org
TAPS Self-assessment
Depending upon the standards that a teacher identifies for growth, the supervisor can offer or recommend applicable FIP online learning modules to consider in the pre-conference.

LAPS Self-assessment and Performance Goal Setting
Leaders can consider if FIP professional learning is an appropriate compliment for the performance goals they will establish and/or reflect upon how FIP can support the school improvement plan.
Ten Steps for Designing an Effective SLO Measure

1. Unpack the standards *(Modules 1 & 2)*
2. Create a table of specifications *(Module 3)*
3. Clarify why, when, and where to assess student learning *(Module 3)*
4. Determine appropriate items to use *(Module 3)*
5. Determine number of items to use *(Module 3)*
6. Write valid and reliable items *(Module 3)*
7. Assemble the measure *(Module 3)*
8. Construct scoring key and/or rubric *(Module 3)*
9. Administer the measure *(Module 3)*
10. Score and analyze results *(Module 4)*
FIP Connection: SLOs

- FIP Learning Modules 1 and 2
- TKES Standards 1, 2, 3, 4, 8 and 10

SLOS are directly aligned to the most important content standards that students should learn in a course.

FIP Professional learning content on deconstructing standards by target type and establishing a logical learning progression helps teachers plan and deliver focused and differentiated instruction based on the needs of students. Teachers become better prepared to communicate with parents about current academic standing and plans for growth.
FIP Connection: SLOs

• FIP Learning Modules 3, 4 and 5
• TKES Standards 5, 6, 7, 9 and 10

FIP professional learning content supports work efforts for SLOs. It provides teachers a process for developing classroom formative assessments* to monitor progress so that appropriate instructional adjustments can be made in a timely manner. The impact of teaching upon student growth will be observed when post-SLO measures are taken.

*Option to use Formative Item Bank in OAS
Let’s Talk About FIP
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
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
**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)
# 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
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
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 though 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

9-minute video

Purpose

Click here to see what educators are saying about Georgia FIP

• Georgia Educators Talk About FIP

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
New Users Login Directions from FIP Web Page

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.


**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.


For technical support or assistance, please email Support@BattelleforKids.org or call 1-866-543-7555.
New Users Click, “Create A New Account”

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:**

[Login] [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@BatteleforKids.org](mailto:Support@BatteleforKids.org) or call 1-866-543-7555.
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 or call 1-866-543-7555 for assistance.

Email Address: 

Access Code: 

Continue  Cancel
Access Learning, Create Code Posters, Users Guide and Resources

Take FIP Courses

Monitor and management online learning
Example of School’s FIP Access Code Flyer for Learners to Distribute to Faculty with “New User Directions”
## 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

<table>
<thead>
<tr>
<th>Facilitating Formative Instructional Practices: A Blended Learning Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>These resources correspond with the formative instruction online learning modules and are designed to help facilitate learning about formative instructional practices in learning teams.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Overviews</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Module 1 Facilitator Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1 Participant Handouts</td>
</tr>
</tbody>
</table>

**Module 2 Facilitation: Clear Learning Targets**

<table>
<thead>
<tr>
<th>Module 2 Facilitator Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 2 Participant Handouts</td>
</tr>
</tbody>
</table>

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Dr. John D. Barge, State School Superintendent

"Making Education Work for All Georgians"

www.gadoe.org
# 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.

## Supplemental Materials (Optional)

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

<table>
<thead>
<tr>
<th>All Learning Paths</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting Summary Template</td>
<td></td>
</tr>
<tr>
<td>&quot;I Used to Think, But Now I Think&quot; Reflection Template</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FIP for Teachers Learning Path</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection Questions Template - Teachers</td>
<td></td>
</tr>
<tr>
<td>Setting Goals for Formative Instructional Practices in the Classroom</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leadership Essentials for School Leaders Learning Path</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection Questions Template - Essentials for Leaders</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leadership Essentials for Instructional Coaches Learning Path</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection Questions Template - Essentials for Coaches</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading FIP for Student Success - School Leaders Learning Path</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection Questions Template - Leaders</td>
<td></td>
</tr>
<tr>
<td>Setting Goals for Formative Instructional Practices - School Leaders</td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>READY TO GO</th>
<th>NEED TO DO THIS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ensure that all teachers have access to the foundations of Formative Instructional Practices module.</td>
</tr>
<tr>
<td></td>
<td>Ensure that all teachers have completed Module 1.</td>
</tr>
<tr>
<td></td>
<td>Review Module 1. This includes reviewing reflection questions and video that might be incorporated into the meetings.</td>
</tr>
<tr>
<td></td>
<td>Review the Module 1 facilitation materials.</td>
</tr>
<tr>
<td></td>
<td>Determine agenda(s) based on the available time you have to meet. You may need to select the provided agenda based on the time available to you.</td>
</tr>
<tr>
<td></td>
<td>Notify teachers of the meeting time and place. Remind them to bring any notes they recorded when they took Module 1.</td>
</tr>
<tr>
<td></td>
<td>One week before the scheduled meeting(s), send copies of the agenda to colleagues.</td>
</tr>
<tr>
<td></td>
<td>Make copies of participant resources as needed.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Arrange internet access if you plan to refer to any pages in Module 1.</td>
</tr>
</tbody>
</table>
# 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 4: Confirming Our Learning

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

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

**Activity 2:** I Think, Therefore I Am...

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

### Section 5: Confirming Our Practice

**Activity 1:** My Formative Instructional Practices

**Purpose:** The purpose of this activity is for learners to reflect on any changes in thinking about formative instructional practices based on what they have learned so far. **Time:** 30 minutes

**Activity 2:** I Am What I Am...

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

### Section 6: Confirming Our Commitment

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

**Purpose:** The purpose of this activity is for the learner to understand what comes next in the learning and prepare for the completion of Module 2: Class Learning Targets. **Time:** 30 minutes

**Activity 2:** How Am I Progressing On My Learning Journey?

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

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Facilitation Resource – Answer Key

MODULE 2

FACILITATOR

ANSWER KEY

SECTION I

ACTIVITY 2

Critiquing Reconstructed “Standards”

DIRECTIONS: Two of your colleagues are teaching students how to drive. In order to prepare for instruction, they created a card describing 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.
3. Be prepared to share your critique with your partner.
4. Feel free to return to Module 2 as needed.

CARD A
STANDARD: Drive a car with skill
ULTIMATE TARGET TYPE: Skill Target
UNDERPINNING TARGETS:

<table>
<thead>
<tr>
<th>KNOWLEDGE</th>
<th>REASONING</th>
<th>SKILL</th>
<th>PRODUCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Know the laws</td>
<td>- Analyze road conditions</td>
<td>- Steering, shifting</td>
<td>None</td>
</tr>
<tr>
<td>- Understand informal rules of the road</td>
<td>- Analyze vehicle performance</td>
<td>- Parallel parking</td>
<td>None</td>
</tr>
<tr>
<td>- Know how to read maps and understand them</td>
<td>- Analyze other drivers’ actions</td>
<td>- Parking strategies</td>
<td>None</td>
</tr>
</tbody>
</table>

CARD B
STANDARD: Drive a car with skill
ULTIMATE TARGET TYPE: Reasoning Target
UNDERPINNING TARGETS:

<table>
<thead>
<tr>
<th>KNOWLEDGE</th>
<th>REASONING</th>
<th>SKILL</th>
<th>PRODUCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Know the laws</td>
<td>- Compare road conditions</td>
<td>- None</td>
<td>None</td>
</tr>
<tr>
<td>- Observe road signs</td>
<td>- Understand road signs</td>
<td>- None</td>
<td>None</td>
</tr>
<tr>
<td>- Know how to read road signs</td>
<td>- Analyze other drivers’ actions</td>
<td>- None</td>
<td>None</td>
</tr>
<tr>
<td>- Evaluate options, safety</td>
<td>- None</td>
<td>- None</td>
<td>None</td>
</tr>
</tbody>
</table>

CARD A
EXAMPLE OF STRONG WORK

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

CARD B
EXAMPLE OF WEAK WORK

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

• Visit the FIP web site: 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.
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.
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.
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

<table>
<thead>
<tr>
<th>Georgia FIP Learning Opportunities</th>
<th>Total Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIP for Teachers Learning Path</strong></td>
<td></td>
</tr>
<tr>
<td>* Includes Modules 1-9</td>
<td></td>
</tr>
<tr>
<td>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. This learning path can be used by teachers in several ways. Three different approaches are listed below:</td>
<td></td>
</tr>
<tr>
<td>In a Professional Learning Team (recommended)</td>
<td></td>
</tr>
<tr>
<td>Teachers can use the online learning modules and FIP learning resources collaboratively with a team in a coach-supported learning environment. This approach provides teachers with a deeper and more structured learning experience.</td>
<td></td>
</tr>
<tr>
<td>11 hours</td>
<td>15–30 hours</td>
</tr>
<tr>
<td><strong>With Friends</strong></td>
<td></td>
</tr>
<tr>
<td>Teachers can select a friend or two and collaborate to complete the learning at their own pace.</td>
<td></td>
</tr>
<tr>
<td>11 hours</td>
<td>10–12 hours</td>
</tr>
<tr>
<td><strong>On My Own</strong></td>
<td></td>
</tr>
<tr>
<td>Teachers can individually complete the learning path and use the FIP learning resources to have a self-paced personal learning experience.</td>
<td></td>
</tr>
<tr>
<td>11 hours</td>
<td>5–7 hours</td>
</tr>
<tr>
<td><strong>Instructional Coaches/Teacher Leaders</strong></td>
<td></td>
</tr>
<tr>
<td>Coaching FIP for Student Success Learning Path</td>
<td></td>
</tr>
<tr>
<td>* Includes Modules 1–5 and 7</td>
<td></td>
</tr>
<tr>
<td>This learning path includes modules that will help coaches/teacher leaders facilitate positive change by helping teachers use FIP.</td>
<td></td>
</tr>
<tr>
<td>14 hours</td>
<td>5–6 hours</td>
</tr>
<tr>
<td><strong>School Leaders</strong></td>
<td></td>
</tr>
<tr>
<td>There are two learning path options for school leaders to choose from:</td>
<td></td>
</tr>
<tr>
<td><strong>Option 1: Leading FIP for Student Success Learning Path</strong></td>
<td></td>
</tr>
<tr>
<td>* Includes Modules 1–5</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>14 hours</td>
<td>5–6 hours</td>
</tr>
<tr>
<td><strong>Option 2: FIP Essentials for School Leaders Learning Path</strong></td>
<td></td>
</tr>
<tr>
<td>* Includes Modules 1 and 6</td>
<td></td>
</tr>
<tr>
<td>This learning path is for school leaders who will be supporting and implementing FIP in their school or district. It will provide leaders with a basic understanding of FIP as well as how to lead change.</td>
<td></td>
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<tr>
<td>5 hours</td>
<td>5–6 hours</td>
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</tbody>
</table>

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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*

- **Formative Item Bank**: Phase I items released into OAS fall 2012; Phase II items to be released in fall 2013
- **Assessment Literacy Professional Learning**: Pilot in winter 2013; Statewide launch in summer 2013
- **Interim Benchmark Assessments**: Phase I item pilot in fall 2013; Phase II pilot in winter 2014