

## Formative Instructional Practices

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

**Melissa Fincher, Ph.D.**

**Associate Superintendent for Assessment and Accountability  
Georgia Department of Education**

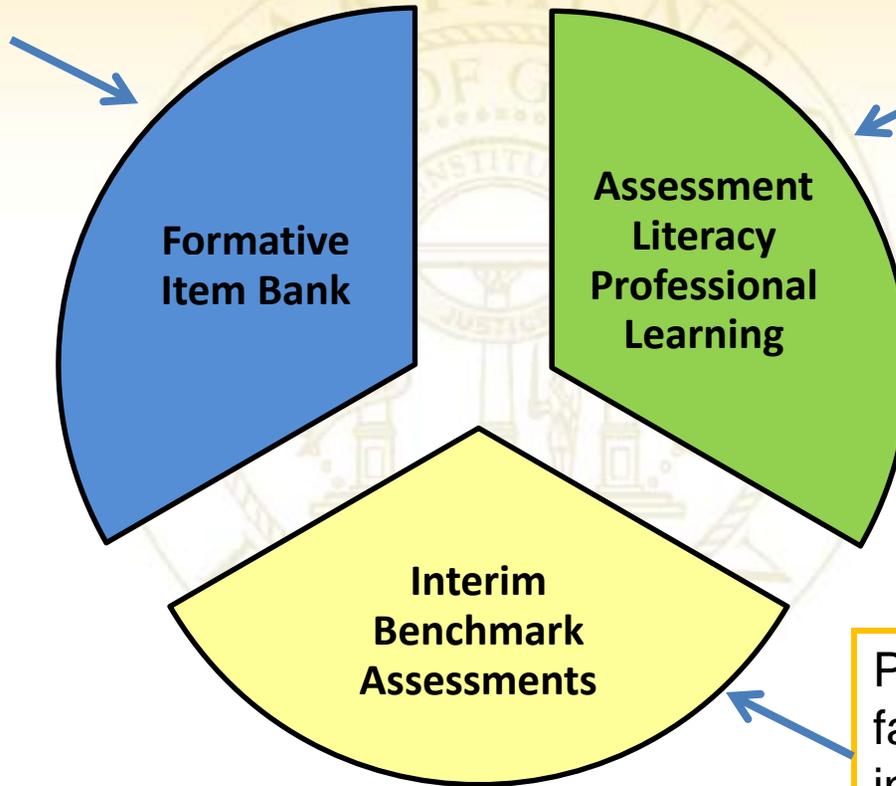


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# Assessment Toolkit

## 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

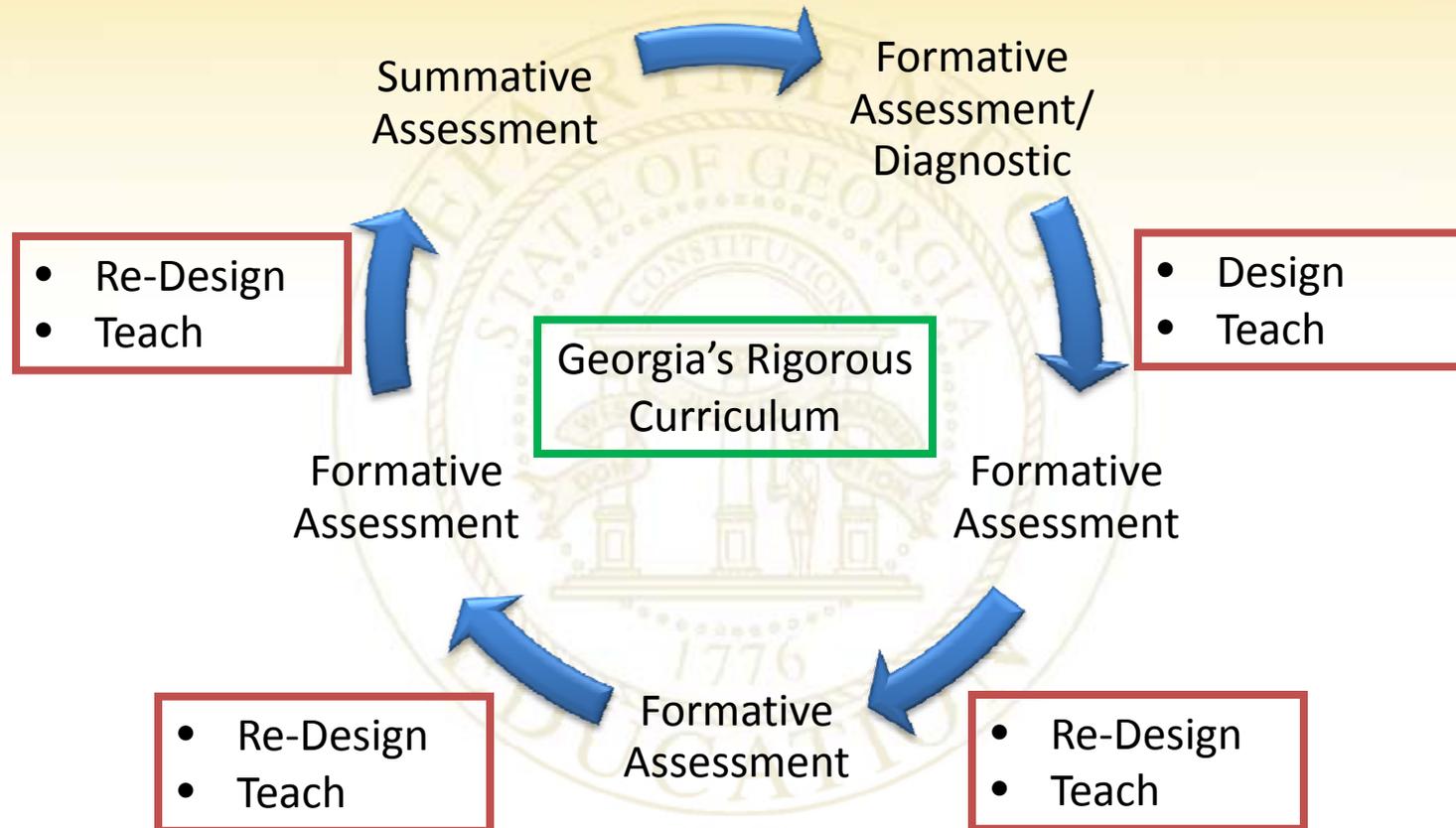


Pilot in winter 2013; Statewide launch in summer 2013

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



# The Formative To Summative Cycle



# 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



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# What is FIP?

- To access the introductory video, go to the FIP webpage and click on the link entitled, **“Georgia Educators Talk about FIP.”**

<http://www.gadoe.org/GeorgiaFIP>



## 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 with most RT3
- 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 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%)



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# Educators are Talking about FIP...

*Online Survey - 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.”



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# FIP Supports...

## Teacher Effectiveness Performance Standards



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### TEACHER EDITION



#### 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	Formative Instructional Practices Online Learning Modules						
	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Module 7
<b>1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.</b>							
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 Bases 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: The teacher plans using state and local school district curricula standards, effective strategies, resources, and data to address the differentiated needs of all students.</b>							
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 course, unit, and daily plans, and is able to adapt plans when needed.							
<b>3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the context to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.</b>							
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: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.</b>							
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: 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.</b>							
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 Usage: 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.</b>							
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 Touches students how to self-assess and to use metacognitive strategies in support of lifelong learning.							
<b>7. Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.</b>							
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: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.</b>							
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: 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.</b>							
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: The teacher communicates effectively with students, parents, colleagues, district and school personnel, and other stakeholders in ways that enhance student learning.</b>							
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 shares instructional goals, expectations, and student progress with families in a timely and constructive manner.							
10.3 Collaborates and networks with colleagues and community to reach educational decisions that enhance 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.							



# FIP Professional Learning Content



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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:** Coaches, teacher-leaders or 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:** Support staff, curriculum supervisors, content specialists, department heads, district and school leaders



# Learning Options for FIP



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# Learning Paths

*\* Recommended Approach*

## 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 6)

## 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)

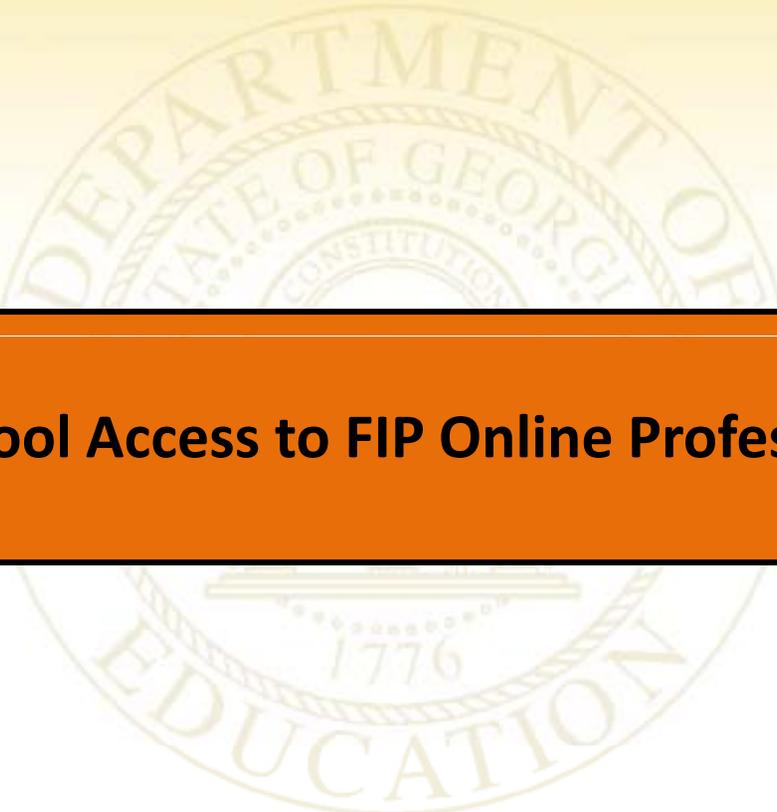


# Learning Components

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

- **Pre-Activity**
- **Online Module Completion**
- **Confirming Learning (online)**  
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.





## District or School Access to FIP Online Professional Learning

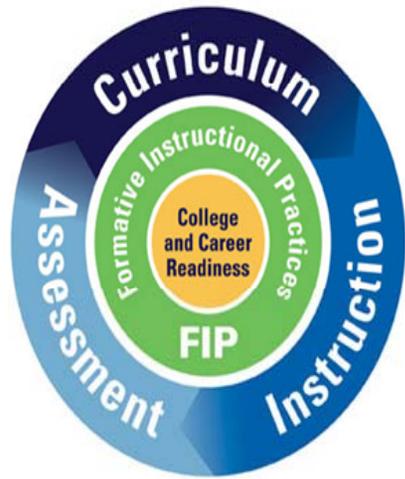


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- Accountability
- Assessment Research, Development and Administration**
- Career, Technical and Agricultural Education
- Curriculum and Instruction
- School Psychological Services
- Special Education Services and Supports
- Student Support Teams
- State Schools

## Georgia FIP: The Keys to Student Success



### Purpose

The Division for Assessment and Accountability is proud to offer **Formative Instructional Practices (FIP)**, a professional learning opportunity for all educators. This professional learning opportunity will assist educators in learning about formative instructional practices and enhancing their own use of these strategies. Formative instructional practices include formal and informal assessment processes that teachers and students use to gather evidence of student learning. A key expectation of FIP is that teachers develop the skills to guide students to take ownership for their own learning. Research has shown that FIP strategies, when appropriately used during teaching and

### Contact Info

**Kelli Harris-Wright, Ed.S.**  
 Assessment Specialist  
 Phone: (404) 463-5047  
 Fax: (404) 656-5976  
 Email: [Kharris-wright@doe.k12.ga.us](mailto:Kharris-wright@doe.k12.ga.us)

### 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](#)
- [Getting Started with FIP - Teachers](#)
- [FIP IT Requirements](#)

**Georgia FIP  
Web Page**  
[www.gadoe.org/GeorgiaFIP](http://www.gadoe.org/GeorgiaFIP)

# FIP Access Codes to Login

The district's Assessment Director serves as the GaDOE FIP liaison for districts. At RESAs, the Executive Director is the liaison with GaDOE for FIP. The Assessment Director or RESA Executive Director downloads from the GaDOE Portal the unique and role-specific FIP online access codes for the central office, for each school, or for each RESA. **Look in the portal for the custom folder under "Assessment" for the codes.**

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

RESA **Administrative/Learner Code** (Executive Director)

RESA **Learner Code** (RESA Support Staff)

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

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

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

School **Learner Code** (Teachers)



# Login to 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.”**
- Download the file from the Georgia FIP web site; **“FIP IT Requirements.”**
- 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 course modules.
- Additional 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.



# New Users Click, "Create A New Account"



**Georgia FIP**  
The Keys to Student Success

LOGIN

My Portal

## Account Login

Email Address:

Password:

Login

[Forgot Password?](#)

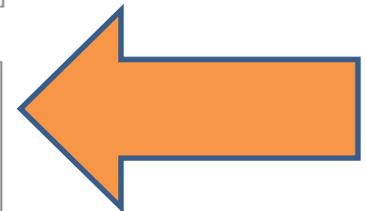


### Login Instructions

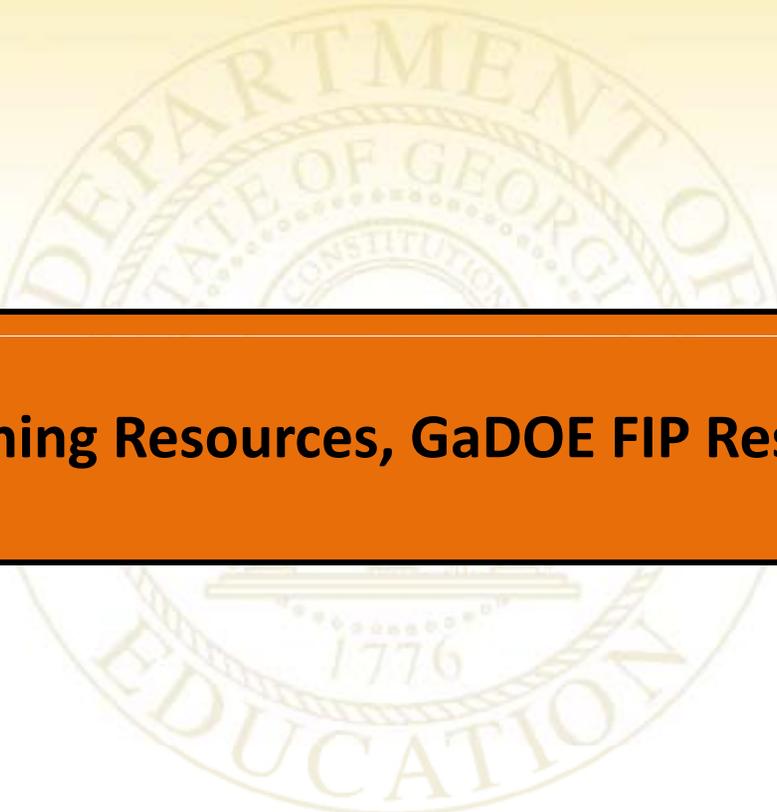
**If this is your first time logging in and you have an access code:** [create a new account.](#)

**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@BattelleforKids.org](mailto:Support@BattelleforKids.org) or call 1-866-543-7555.



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## FIP Online Learning Resources, GaDOE FIP Resources and PLUs



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## FIP Online Resources, GaDOE FIP Collaboration Tools & Tips

- Download the FIP Facilitation Guide in the FIP Online Learning portal.
- Download additional resources from: [www.gadoe.org/GeorgiaFIP](http://www.gadoe.org/GeorgiaFIP)
- Download from the GaDOE's Georgia FIP web site the "**Overview of Georgia FIP Online Learning**," and "**Getting Started with FIP - Districts and Schools**," for a quick read about the content for professional learning, and detailed information on implementation considerations.
- If needed, seek approval to implement FIP with key district leadership to build support for implementation.
- Consider a team approach to implement FIP.
- Develop a plan and timeline for implementation and link FIP to existing improvement efforts, and 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.



# FIP Online: Take Courses, Access Code Posters, Users Guide and Resources

The screenshot shows the Georgia FIP online portal. At the top left is the logo for Georgia FIP, featuring a key icon and the text "Georgia FIP The Keys to Student Success". To the right of the logo is a "LOG OUT" button. Below the logo is a "My Portal" button. The main content area is divided into two sections. The top section is for the user "Kelli Harris-Wright" and contains a "BFK•Learn®" icon with a list of links: "My Learning", "Manage Learning", and "Manage Learn Completion". To the right of this list is a separate box containing three links: "Create Access Flyer", "Learn System Users Guide", and "FIP Learning Resources", which is circled in orange. The bottom section is for "ADMIN" and contains a "User/Staff Search" link. On the left side of the main content area, there is an orange arrow pointing to the "BFK•Learn®" icon and the text "Take FIP Courses". On the right side, there is a vertical photo of a young boy smiling.

Take  
FIP  
Courses



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# 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 FIP 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

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

 [Click Here](#)

 [Click Here](#)

#### FIP for Teachers Learning Path

Reflection Questions Template - Teachers

Setting Goals for Formative Instructional Practices in the Classroom

 [Click Here](#)

 [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

Setting Goals for Formative Instructional Practices - School Leaders

 [Click Here](#)

 [Click Here](#)



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# GaDOE FIP Web Site: 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> • Includes Modules 1–5 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> • Includes Modules 1–5 and 7 This learning path includes modules that will help coaches/teacher leaders facilitate positive change by helping teachers use FIP.			
	14 hours	6–8 hours	20–22 hours (2 PLUs)
<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> • Includes Modules 1–6 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.	14 hours	6–8 hours	20–22 hours (2 PLUs)
<b>Option 2: FIP Essentials for School Leaders Learning Path</b> • Includes Modules 1 and 6 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.	5 hours	5–6 hours	10–11 hours (1 PLU)



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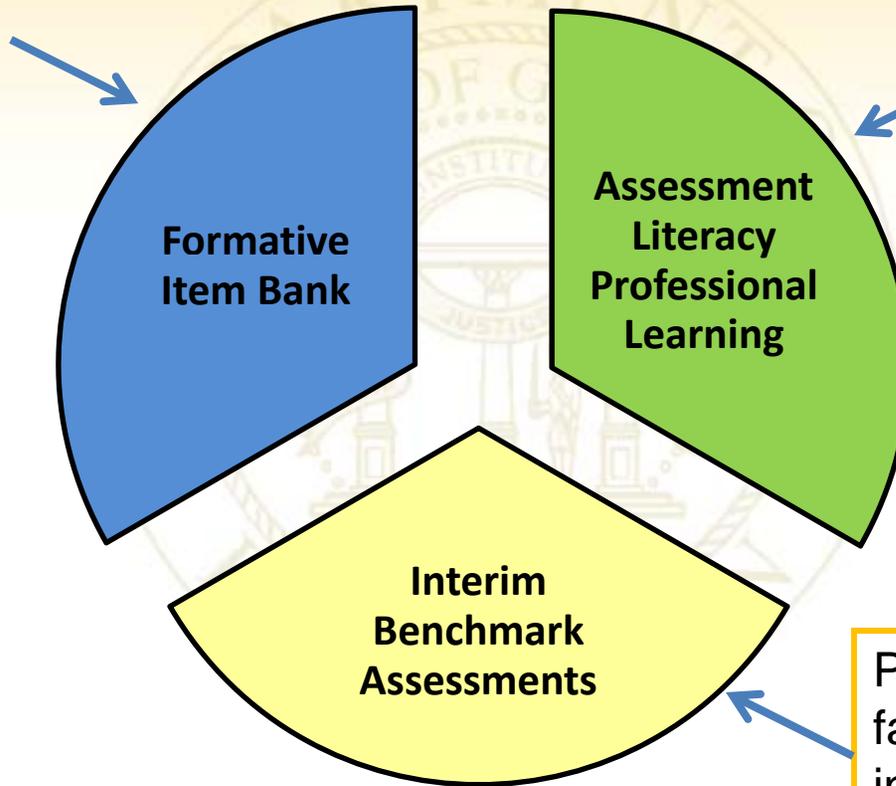


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# Summarizing GaDOE's Formative Assessment Initiatives

## *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



# Georgia Department of Education Assessment Toolkit Team

Dr. Melissa Fincher  
Associate Superintendent  
Assessment and Accountability  
404.651.9405  
[mfincher@doe.k12.ga.us](mailto:mfincher@doe.k12.ga.us)

Dr. Melodee Davis  
Director  
Assessment Research and Development  
404.657.0312  
[medavis@doe.k12.ga.us](mailto:medavis@doe.k12.ga.us)

Dr. Dawn Souter  
Project Manager, RT3  
Formative Item Bank  
404.463.6667  
[dsouter@doe.k12.ga.us](mailto:dsouter@doe.k12.ga.us)

Dr. Jan Reyes  
Assessment Specialist, RT3  
Interim Benchmark Assessments  
404.463.6665  
[jreyes@doe.k12.ga.us](mailto:jreyes@doe.k12.ga.us)

Kelli Harris-Wright, Ed.S.  
Assessment Specialist, RT3  
Assessment Literacy (FIP)  
404-463-5047  
[kharris-wright@doe.k12.ga.us](mailto:kharris-wright@doe.k12.ga.us)

