COACHING FORMATIVE INSTRUCTIONAL PRACTICES

LEARNING TARGETS:

- Know how to plan for change and promote a systemic approach to implementation of formative instructional practices.

- Know how to leverage blended learning and professional learning teams (PLTs).

- 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 the use of formative instructional practices.

Reference Information

Battelle for Kids and Pearson Assessment Training Institute: A Powerful Partnership

Battelle for Kids and Pearson Assessment Training Institute (ATI) partnered to create the *Foundations of Formative Instructional Practices* online learning modules. The modules are based on the work of Rick Stiggins, Jan Chappuis, Steve Chappuis, and Judith Arter, leading experts in the field. Specifically, the module content draws heavily from two Pearson ATI publications:

- *Classroom assessment for student learning: doing it right—using it well* (2nd edition)

- *Seven strategies of assessment for learning*

These materials are designed to correspond with the *Foundations of Formative Instructional Practices* online learning modules. Therefore, the following icons are used to indicate text that is a quote or paraphrase from Pearson ATI publications:
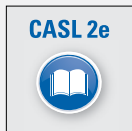
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This icon indicates that the text is a quote or paraphrase taken from Chappuis, J., Stiggins, R., Chappuis, S., & Arter, J. (2012). *Classroom assessment for student learning* (2nd ed.). Upper Saddle River, NJ: Pearson Education.

This icon indicates that the text is a quote or paraphrase taken from Chappuis, J., Stiggins, R., Chappuis, S., & Arter, J. (2012). *Classroom assessment for student learning* (2nd ed.). Upper Saddle River, NJ: Pearson Education.
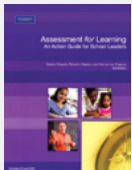
Chappuis, S., Stiggins, R., Arter, J., & Chappuis, J. (2009). *Assessment for learning: an action guide for school leaders.* (2nd ed). Upper Saddle River, NJ: Pearson Education.

List of references in the *Coaching Formative Instructional Practices* materials:

Facilitation Guide: Section I, Activity 2
Supporting Teacher Learning Teams article. Chappuis, S., Chappuis, J., & Stiggins, R. (2009). Education Leadership, 66(5), p. 56-60 Facilitation Guide: Section II, Activity 1

Facilitation Guide: Section III, Activity 1

Effective Feedback for Coaches and Leaders. Adapted from *Assessment for learning: an action guide for school leaders* (2nd Ed.), Portland, OR: Educational Testing Services

Introduction

This guide complements the *Coaching Formative Instructional Practices* module. The content is appropriate for curriculum directors, supervisors, instructional coaches, or others who will coach the implementation of FIP. Coaches have the important job of communicating the vision and building the capacity of teachers to do the work necessary to implement FIP; therefore, they must be prepared to their role in learn, practice, and commit to this very important work.

FIP Your School is intended to be a blended learning experience. The modules serves as the base for deeper learning that takes place through practice and collaboration in professional learning teams (PLTs). For that reason, participants should complete the *Coaching Formative Instructional Practices* module prior to beginning work using this guide.

This guide is divided into three sections:

Confirming Our Learning

Confirming Our Practice

Confirming Our Commitment

Each section contains suggested activities, participant handouts, facilitator notes, and facilitator answer keys to help guide discussion.

The activities for each section are designed to strengthen understanding of the content from the *Coaching Formative Instructional Practices* module and to prepare coaches for their role. You will notice that there are two activities for each section. **It is recommended that coaches participate in at least one activity from each section.** These activities can be facilitated in one session devoted totally to FIP, conducted as three separate events, or added to an agenda of a pre-existing meeting. The number of activities you select will depend on the readiness level of your group and the amount of time available. Each activity takes approximately 30 minutes to complete.

COACHING FORMATIVE INSTRUCTIONAL PRACTICES

This module empowers coaches to cultivate and support the use of formative instructional practices in their teaching community.

MODULE: *Coaching Formative Instructional Practices*

TOTAL TIME: 3 hours

COACHING FORMATIVE INSTRUCTIONAL PRACTICES LEARNING TARGETS:

- Know how to plan for change and promote a systemic approach to implementation of formative instructional practices.
- Know how to leverage blended learning and professional learning teams (PLTs).
- 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 the use of formative instructional practices.

Section I: Confirming Our Learning

Activity 1: **Real-Life Scenario**

Purpose: The purpose of this activity is to confirm your understanding of making change, learning, and practice "stick" in an everyday situation. ***Time: 30 minutes***

Activity 2: **Learning from Text**

Purpose: The purpose of this activity is to confirm your understanding of the importance of professional learning teams (PLTs) and discover how to best support this approach to professional development. ***Time: 30 minutes***

Section II: Confirming Our Practice

Activity 1: **Stakeholder Roles in a Formative Learning System**

Purpose: The purpose of this activity is to understand how each member of a school can benefit from the use of the four core components of FIP in his/her respective practice. ***Time: 30 minutes***

Activity 2: **Walking the Talk Scenario**

Purpose: The purpose of this activity is to help coaches understand how to be a positive change agent by making FIP a "visible" priority and modeling the behaviors they wish to implement. ***Time: 30 minutes***

Section III: Confirming Our Commitment

Activity 1: **Effective Feedback for Coaches and Leaders**

Purpose: The purpose of this activity is to help coaches determine how to provide effective feedback to teachers who are learning to use FIP. ***Time: 30 minutes***

Activity 2: **Overcoming Pitfalls**

Purpose: The purpose of this activity is to begin thinking about your full implementation plan based on the FIP Your School® Implementation Pathway. ***Time: 30 minutes***

Coaching Formative Instructional Practices Checklist for Facilitated Work

The following checklist will help you plan to work on the *Coaching Formative Instructional Practices* module in a professional learning team.

READY TO GO	NEED TO DO THIS
☐	Ensure that all coaches have access to the *Foundations of Formative Instructional Practices* modules and the *Coaching Formative Instructional Practices* module.
☐	Ensure that all coaches have completed the *Introduction to Formative Instructional Practices* module and the *Coaching Formative Instructional Practices* module.
☐	Review the *Introduction to Formative Instructional Practices* module and the *Coaching Formative Instructional Practices* module, and review reflection questions that might be incorporated into meetings.
☐	Review the *Coaching Formative Instructional Practices* facilitation materials.
☐	Create an agenda based on the amount of time you have for your meeting. You may need to adapt the provided agenda and/or to have more than one meeting depending on the amount of time you have available.
☐	Notify coaches of the meeting time and place. Remind them to bring any notes they took as they completed the modules.
☐	Send the agenda to participating coaches one week before the scheduled meeting(s).
☐	Make copies of resources as needed.
☐	Arrange for Internet access if you plan to refer to any pages of the module.

SECTION I

CONFIRMING OUR LEARNING
ACTIVITIES 1–2

This section includes two activities designed to ensure that coaches have met the learning targets of the *Coaching Formative Instructional Practices* module.

Total Section I Time: 60 minutes

Activity 1: 30 minutes

Activity 2: 30 minutes

Real-Life Scenario

PURPOSE: The purpose of this activity is to confirm understanding of how to make change, learning, and practice "stick".

WHAT YOU'LL NEED

Facilitator Resources: Handout: *Real-Life Scenario Answer Key*

Participant Resources: Handout: *Real-Life Scenario*

INSTRUCTIONS:

1. Review the learning targets for the *Coaching Formative Instructional Practices* module.

2. Provide each coach with a copy of the ***Real-Life Scenario Handout***, and share the purpose of the activity.

3. Ask each coach to silently read the handout and then work in teams to complete the matrix and reflection questions.

4. Probe coaches to commit to and take ownership of their learning by thinking about how the strategies and tactics of the Weight Watchers© program can be applied in their school to implement FIP Your School.

5. Ask groups to share how the lessons from the Weight Watchers© program can be applied to implementing FIP Your School.

6. At the end, ask groups to share specific strategies they plan to employ to successfully implement FIP Your School.

7. Use the ***Real-Life Scenario Answer Key*** to facilitate the conversation as needed.

THINGS TO CONSIDER:

- It may be helpful to go back into the module as needed. This reinforces the roles of both, independent learning and collaboration to create a blended learning experience.

- Answers may vary or may be in more than one category.

- It takes a combination of strategies to make change "stick".

- Coaches must make the learning doable and worthwhile.

- The value of this activity is its application to the real work of implementing FIP. Be sure to allow enough time for coaches to discuss ideas for implementation using the reflection questions as a guide.

FIP TIPS

Share the learning targets of this module to model the Using Clear Learning Targets core component of FIP.

Encourage collaboration in small groups to mimic the type of behavior expected for teacher teams.

Explain that using the Weight Watchers© scenario is an example of **using strong work** to set learning expectations.

Learning from Text

PURPOSE: The purpose of this activity is to confirm understanding of the importance of professional learning teams (PLTs) and to explore how to support this approach to professional development.

WHAT YOU'LL NEED

Facilitator Resources: **Handout:** *Learning from Text Answer Key*

Participant Resources: **Handout:** *Supporting Teacher Learning Teams (Article); Learning from Text Chart*

INSTRUCTIONS:

1. Ask participants to review the **Supporting Teacher Learning Teams Article**, which was embedded in the *Coaching Formative Instructional Practices* module on page 29. Participants who completed the module should be familiar with the contents. To help participants prepare for the meeting, send them a reminder to review the article or send them a digital copy in advance.

2. Review the learning targets for the *Coaching Formative Instructional Practices* module.

3. Provide each participant with a copy of the **Learning from Text Chart**, and share the purpose of the activity.

4. Ask participants to identify key learnings from each subheading in the text, and record what these learnings mean to them.

5. Facilitate a text-based discussion by focusing on each section of the text. Prompt participants to interpret the meaning of the text in a personal way.

6. Use the handout **Learning from Text Answer Key** to facilitate the conversation as needed.

7. Use the reflection questions to extend thinking.

FIP TIPS

Share the learning targets of this module to model the Using Clear Learning Targets core component of FIP.

Encourage collaboration in small groups to mimic the type of behavior expected for teacher teams.

Explain that extending the text to their own context will help coaches make authentic connections and be better prepared to adapt team practices for a more successful FIP Your School implementation.

THINGS TO CONSIDER:

- It may be helpful to go back into the module as needed. This reinforces the role of both independent learning and collaboration to create a blended learning experience.

- Answers may vary by context, background, and experience. If there are less-experienced coaches in the group, be a source of encouragement for them. Facilitate discussion so that participants can learn from one another no matter what level of experience they have.

- The real value of this activity is building understanding of the criteria for establishing a successful professional learning team by evoking contrast between current PLTs and the desired structures for PLTs.

SECTION II

CONFIRMING
OUR PRACTICE

ACTIVITIES 1–2

This section includes two activities designed to ensure that coaches have met the learning targets of the *Coaching Formative Instructional Practices* module.

Total Section II Time: 60 minutes

Activity 1: 30 minutes

Activity 2: 30 minutes

Stakeholder Roles in a Formative Learning System

PURPOSE: The purpose of this activity is to understand how each member of a school community should use each of the four core components of FIP in their practice.

> ### WHAT YOU'LL NEED
>
> **Facilitator Resources:** Handout: *Stakeholder Roles in a Formative Learning System Answer Key*
>
> **Participant Resources:** Handout: *Stakeholder Roles in a Formative Learning System*

INSTRUCTIONS:

1. Distribute the **Stakeholder Roles in a Formative Learning System Handout**, and ask participants to divide into small groups or to work with their table group.

2. Note the roles of the participants in a school community listed in the column header.

3. As a whole group, discuss and complete the student ownership of learning row.

4. Give coaches time to complete the remaining blanks, working together in their groups.

5. Be sure to refer to the **Stakeholder Roles in a Formative Learning System Answer Key** so that you can help promote discussion.

6. Ask coaches to circle the behaviors that best describe their school at this current time, answering the question: "Where are we now?"

7. Ask each group to be prepared to discuss the question: "How can we close the gap?"

THINGS TO CONSIDER:

- It may be helpful to go back into the module as needed. This reinforces the roles of both independent learning and collaboration to create a blended learning experience.

- This activity allows coaches to self-assess their system.

- Summarize the importance of a strong system by reviewing these traits: shared vision and beliefs, clarity of role, trust, strong communication, feedback loops, monitoring of progress, measureable results, and the whole is greater than the sum of the parts.

FIP TIPS

Share the learning targets of this module to model the Using Clear Learning Targets core component of FIP.

Encourage coaches to listen to each other and **provide effective feedback** to their group.

Coaches will be taking ownership of the processes they need to implement by circling the behaviors that best describe their system now.

Walking the Talk Scenario

PURPOSE: The purpose of this activity is to help school leaders understand that one has to intentionally model the behaviors they wish to implement in order to be a positive change agent in practice.

WHAT YOU'LL NEED

Facilitator Resources: **Handout:** *Walking the Talk Scenario Answer Key*

Participant Resources: **Handout:** *Walking the Talk*

INSTRUCTIONS:

1. Distribute the ***Walking the Talk Handout***, and ask participants to divide into small groups or work with their table group.

2. Ask participants to silently read the scenario, and then spend a few minutes brainstorming how to model FIP behaviors on their own.

3. Then, as a small group, have coaches continue to brainstorm how to model each of the four core components of FIP.

4. Be sure to refer to the ***Walking the Talk Answer Key*** to help promote discussion.

5. If time permits, ask each group to share some vital modeling behaviors.

6. End the session by asking coaches to share their responses to the reflection questions.

THINGS TO CONSIDER:

- If the group is small (30 or less), you may want to divide into 4 teams. Instead of working as table groups, you could facilitate a "carousel brainstorming" session. Each team would rotate around the room spending approximately four minutes for each component of FIP, brainstorming and writing their answers on large chart paper.

- The answers will vary; your role as facilitator is to connect information shared to effective FIP modeling behavior.

- It may be helpful to go back into the module as needed. This reinforces the roles of both independent learning and collaboration to create a blended learning experience.

FIP TIPS

Share the learning targets of this module to model the Using Clear Learning Targets core component of FIP.

Provide effective feedback to coaches as they share their thoughts.

Emphasize that thinking carefully about the reflection questions will allow coaches to **take ownership of the FIP coaching process** for their school.

Model **checking for understanding** as they work.

SECTION III

CONFIRMING OUR COMMITTMENT
ACTIVITIES 1–2

This section includes two activities designed to ensure that leaders have met the learning targets of the *Coaching Formative Instructional Practices* module.

Total Section III Time: 60 minutes

Activity 1: 30 minutes

Activity 2: 30 minutes

Confirming Your Commitment to Effective Feedback

PURPOSE: The purpose of this activity is to help leaders or coaches determine how to provide effective feedback to teachers learning to use formative instructional practices.

WHAT YOU'LL NEED

Facilitator Resources: Handout: *Effective Feedback for Coaches and Leaders Answer Key*

Participant Resources: Handout: *Effective Feedback for Coaches and Leaders*

INSTRUCTIONS:

1. Distribute the ***Effective Feedback for Coaches and Leaders Handout***.

2. As a facilitator, share a few examples of effective feedback.

3. Allow participants time to individually complete the handout.

4. Ask coaches to reflect on the behaviors that they currently employ.

5. Then, ask coaches to highlight the behaviors that they are committed to improving.

6. Be sure coaches take time to answer the reflection questions.

7. Ask participants to share a few of their responses to wrap up the activity.

THINGS TO CONSIDER:

- The goal is for participants to understand what skilled feedback looks like, not only for teachers, but also for leaders and coaches.

- Point out that the role of coaches is to provide teachers with effective feedback about the instructional practices they are working on and to engage the school leaders in instructional leadership opportunities.

- Coaches may want to meet with their school leaders after completing this activity to share what was learned and to align approaches to effective feedback being used across the school.

FIP TIPS

Share the learning targets of this module to model the Using Clear Learning Targets core component of FIP.

Effective feedback is not evaluative or punitive. Feedback is effective when it is about the learning and helps the learner understand how he/she is being successful or how he/she can improve.

Coaches will **take ownership of their learning** by assessing their strengths and challenges.

Overcoming Pitfalls

PURPOSE: The purpose of this activity is to begin thinking about your full implementation plan, using the FIP Your School Implementation Pathway as a reference point. As you begin to implement FIP Your School, you may experience some "pitfalls." This activity will help you consider preventative measures you can integrate into your implementation plan.

WHAT YOU'LL NEED

Facilitator Resources: Handout: *Overcoming Pitfalls Answer Key*

Participant Resources: Handout: *Overcoming Pitfalls*

INSTRUCTIONS:

1. Distribute the ***Overcoming Pitfalls Handout***.

2. Assign each coach a milestone (color-coded) to be responsible for. The milestone assignments may be repeated, depending on the size of the group.

3. Allow participants time to individually complete their assigned milestone.

4. Then, ask coaches to arrange their chairs so that they are facing each other in two lines (line A and line B).

5. In "lightening round" fashion, ask coaches to take 3 minutes to share potential pitfalls for their assigned milestone. As they do so, encourage them to expand their thinking by identifying additional pitfalls and strategies to overcome those pitfalls.

6. After 3 minutes, ask coaches in line A to move down a seat while the coaches in line B stay stationary. Continue the process for 4–5 rounds.

7. Encourage coaches to take notes on the suggestions they heard to begin building a document of pitfalls and strategies.

THINGS TO CONSIDER:

- Keep in mind that these milestones are a framework for thinking through implementation. Your implementation may vary based on the context of your school. You might not move through these milestones linearly: however, each one is important to successful implementation.

- Emphasize that the commitment part of this process is difficult. Encourage coaches to make an appointment to meet with school leadership regularly and often. Implementation should be a team effort, and maintaining communication among all instructional leaders is critical to implementation success.

FIP TIPS

Share the learning targets from the module that apply to this activity.

Coaches and leaders will **take ownership of their learning** by anticipating pitfalls and planning in advance how to address them.

FACILITATOR ANSWER KEYS

Real-Life Scenario

DIRECTIONS: Read the scenario, then complete the matrix with your group. Think in terms of how "members" persevere (motivation) and how leaders and coaches help members learn and unlearn behaviors (ability). Answer the reflection questions that follow.

Note: The answers may vary or be duplicated in more than one category, but the 'take away' should be that a combination of things is needed to make the change stick. All areas should address if the change can be done and if the change will be worth it.

REFLECTION QUESTIONS:

- How did this exercise impact your thinking about your own motivation and your ability to lead and coach FIP?

  - *Answers will vary: In order to implement FIP with fidelity, the leader has to make the case for change, carry the vision and then offer support using peers and processes so that educators can say "It is worth it, and I can do this."*

- How can being a positive change agent impact implementation of FIP in your school?

  - *Answers will vary: If educators see and understand that the work is important to the leader and that he/she will support, provide structures, and allow risk-free practice, the culture will be right for implementation with fidelity.*

Level	Motivation Weight Watchers	Motivation Your School	Ability Weight Watchers	Ability Your School
Personal	**How does WW make the learning personal and worthwhile?** • Setting personal goals • Working with like-minded people • Point system for choosing food	**How can you make the learning personal and worthwhile?** • Personally ask/invite teachers to come learn about FIP. • Help teachers set personal goals. • Share the research that supports FIP. • Connect FIP learning to other initiatives such as the teacher evaluation system.	**How does WW help members surpass expectations?** • Different plan options • Learning about healthy eating • Maintenance plan • Useful feedback • Successful celebrity spokesperson.	**How can you help teachers surpass expectations?** • Provide teachers with useful feedback during their learning. • Provide teachers with blended learning options. • Make FIP the main focus for the year.
Team	**How does WW leverage positive peer pressure?** • Team accountability • Celebrations • Successful role models	**How can you leverage positive peer pressure?** • Start a few PLTs with the willing and allow them to share their successes. • Use student testimonials. • Be a positive change agent.	**How does WW build collegial momentum?** • Support and encouragement from the members and the leader. • Useful feedback. • Public recognition of benchmark achievements.	**How can you build collegial momentum?** • Be a part of the team and learn side by side with teachers. • Cultivate a culture of trust and openness where sharing and collaborating are the norm.
Structural	**How does WW reward and measure progress?** • Celebrations • Weigh-ins	**How can you reward progress?** • Feature a team or an individual teacher as Fipper of the Week. • Create a process or a structure for support and feedback such as learning walks.	**How does WW create an environment that makes success possible?** • Face to face meetings • Blended learning experience online • Online tools • Recipes and Exercises	**How can you create an environment that makes success possible?** • Provide time during the work day for focused PLT meetings • Provide exemplars of strong FIP work as well as some examples of work that needs improved.

Learning from Text

DIRECTIONS: Read the article **Supporting Teacher Learning Teams** by Steve Chappuis, Jan Chappuis, and Rick Stiggins (*Coaching Formative Instructional Practices* module download on page 29), which introduces readers to the importance of Professional Learning Teams (PLTs) and how to best support this approach to professional development. With your professional learning team, discuss each section of the text and identify the important points. Then, extend your thinking by personalizing the important points to your own context. Record your thoughts in this chart.

REFLECTION QUESTIONS:

How can the six recommendations presented in this article be used as a formative tool to monitor the practice of a professional learning team? What questions does this raise about your school's current PLT format, purpose, and structure?

Ensuring Success of a Professional Learning Team	What the text says	What it means to me
Create a cultural shift in the school.	• Overcome cultural & structural barriers • Stress teachers as learners • Incentives not a primary motivator • Long-term commitment to learning • Create and keep group norms	
Create an understanding of the process.	• 4 contexts of learning: new ideas, shaping ideas, transfer ideas, reflect on use of the ideas • Discuss, problem solve and create • Teachers share	
Address the skills needed for self-directed learning.	• Long-term learning plan • Collect evidence of own learning • Connect learning to practice • Develop self-monitoring skills	
Get the right facilitators.	• Facilitate discussions, create supportive environment, model responses, norms • Learning focused on changing practice • Help team members • Role of "advanced learner" • Manage logistical details	
Provide facilitators with adequate support.	• Create network of facilitators • Leaders provide content mini-lessons • Recognize contributions	
Ensure the active support of school leaders.	• Model continuous learning • Participate in a learning team at building or district level • Share clear learning goals and expectations	
Avoiding the Pitfalls	• Content based in research • Teacher-friendly materials • Inventory of programs/practices • Configuration of learning team • Advanced notification • Volunteer participants	

Learning from Text

DIRECTIONS: With your group, fill in the blanks with the appropriate information. When complete, circle the behaviors that best describe the current state of your school.

Formative Instructional Practices	What School Leaders Do	What Coaches Do	What Teachers Do	What Learners Do	What Parents Do
Clear Learning Targets	Model the use of learning targets with teachers and coaches	Ensure that teachers understand the learning targets for formative instructional practices.	Ensure his/her own understanding of learning targets by deconstructing standards and creating student-friendly learning targets with colleagues.	Articulate what the learning target is and what they need to do to meet or master it.	Understand the learning targets their child needs to master and offer learning support as needed.
Collecting and Documenting Evidence of Student Learning	Monitor learning throughout the year, making sure that all learners are making progress.	Work with teachers to collect and document evidence of learning.	Collect evidence that is an accurate reflection of learning. This starts with making sure that the assessment methods being used are a good/strong match for the learning targets being assessed.	Track their own learning by learning target.	Discuss learning progress with their child and the teacher, and offer learning support as needed.
Analyzing Evidence and Providing Effective Feedback	Provide teachers and coaches with effective feedback about the formative instructional practices they are working on.	Provide teachers with effective feedback about the formative instructional practices they are working on.	Provide learners with effective feedback – success and/or intervention feedback.	Act on effective feedback given to them by others.	Assist the child in understanding and acting on feedback as needed.
Student Ownership of Learning	Support self-assessment, peer feedback, and self-reflection by fostering an environment where teachers and coaches feel comfortable and trust one another.	Promote teacher self-assessment, peer feedback, and self-reflection about teacher practices.	Teach learners to analyze their own work and the work of their peers, including the use of rubrics and examples of strong and weak work.	Track, reflect on, and share their learning with others.	Engage the child in discussions about learning.

Walking the Talk Scenario

DIRECTIONS: Read the scenario and think about what you have learned from the *Coaching Formative Instructional Practices* module. With your group think about additional ways that you and/or Ms. Williams can begin to intentionally model FIP behaviors. As a team, discuss the reflection questions that follow.

Ms. Williams is an instructional coach at Center High School. She is excited about getting FIP fully implemented at her school and has completed all of the foundation modules online.

Ms. Williams knows that the other instructional coaches think that she will never get high school teachers to change their practice, but she has a good relationship with the teachers in her school and believes they are all (well, most of them) willing to try. Ms. Williams meets with the principal each week to shape her work and to set direction. She meets twice a month with the instructional coaches from other schools in the district so they can share implementation ideas and learn more about FIP. Ms. Williams meets once a week with each academic department during their common planning time and facilitates their PLT during this time. She also spends a lot of her time visiting teachers' classrooms and finding resources for them. When there is an early release or professional development day, Ms. Williams works closely with the administrative team to design the learning experiences for the teachers.

Ms. Williams feels like she has so much to do and so little time, but knows that implementing FIP across the school with fidelity has the potential to make a huge impact on student growth. Ms. Williams struggles with how to build capacity in her teachers and help them become confident in their practice. She feels like her time with them is limited, but also knows that she has tremendous influence on them through what she says, but more importantly, through what she does.

Let's help Ms. Williams. Think of ways she can facilitate the implementation of FIP at her school in her role as coach.

REFLECTION QUESTIONS:

• Which component of FIP do you think would be most difficult to model as a leader? Why?

  • *The answers will vary. However, leaders can use this as an informal assessment to determine where they can challenge themselves.*

• How will you continue to develop your own skill in leading, modeling and learning FIP?

  • *The answers will vary.*

Walking the Talk: Scenario Analysis and Extension

CREATING AND USING CLEAR LEARNING TARGETS

- Help teachers set learning goals for their own professional growth plans.
- Make connections between your state's learning standards and FIP using the *Creating Clear Learning Targets* modules.
- Be clear about the targets and vision in staff meetings, professional development, and other appropriate situations.
- Communicate to teachers, learners and parents what learning targets are and how they will be used to move learning forward.
- Establish professional learning targets with teachers about which formative instructional practices are the focus (by teacher or by team).

COLLECTING AND DOCUMENTING EVIDENCE OF LEARNING

- Work with teachers and other coaches to audit and/or create high-quality assessment items, tasks, rubrics, and blueprints.
- Visibly monitor implementation throughout the year to make sure that all teachers are making progress.
- Work with teachers to collect evidence of implementation that documents professional growth to monitor the progress of the school.
- Work with teachers and other coaches to audit and/or create high-quality assessment items, tasks, rubrics, and blueprints.
- Create a 'FIP Wall' in the teachers' common area where teachers can post student work or FIP ideas.
- Formally and informally assess teacher learning/understanding during meetings, professional development and other appropriate situations.

ANALYZING EVIDENCE AND PROVIDING EFFECTIVE FEEDBACK

- Use evidence of teacher implementation (based on continua) to provide effective feedback.
- Support and provide feedback to teachers in the practice of analyzing evidence of learning (i.e., data charts, student artifacts, anecdotal records etc.).
- Clarify the expectation and value of teams by collaboratively analyzing evidence of student learning.
- Analyze evidence of implementation with teacher and/or teams after formal or informal classroom observations and provide feedback.
- Work with leadership team to determine next steps and opportunities for teacher learning and implementation based on evidence collected.
- Arrange for teachers to participate in peer observation and collect evidence of FIP from each other's classrooms.

CULTIVATING TEACHER OWNERSHIP OF LEARNING

- Engage in self-assessment by tracking, reflecting on, and sharing your personal learning.
- Create and foster environments where teachers feel comfortable and trust one another so that successful peer feedback can be realized.
- Gather and respond to feedback about the progress of the building leadership team in implementing formative instructional practices.
- Empower teachers to experiment without penalty and share experiences in a non-threatening environment.
- Encourage teachers to hold each other accountable.
- Allow team members to observe each other's practice and provide feedback on effective and ineffective implementation and provide feedback on effective and ineffective implementation.
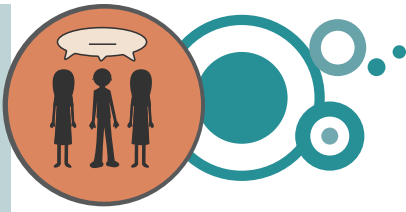
Effective Feedback for Coaches and Leaders

DIRECTIONS: With a partner, complete the handout by describing parallel behaviors for coaches and leaders. Then, individually reflect on the behaviors that you currently employ, and highlight the behaviors that you are committed to improving. Answer the reflection questions that follow. **Answers will vary.**

Category	Skilled Teacher	Skilled Coach and Leader
Effective Feedback	I report student assessment results accurately and understandably.	• I report state assessment and benchmark assessment results accurately and understandably to teachers and other stakeholders.
	My feedback describes strengths and guides next steps in learning.	• After classroom observations, I provide feedback to teachers on their strengths and ask questions to guide them to their next steps in learning.
	I base feedback on learning targets that have been made clear to students.	• I base my feedback on FIP criteria that I have made sure teachers understand.
	I provide feedback frequently and during the learning.	• I discuss teacher misconceptions about FIP in a timely manner so that there can be course correction.
	My feedback encourages students to think for themselves.	• When providing feedback to teachers, I ask reflective questions that guide teachers to think for themselves and allow them to come to their own conclusions.
	I limit intervention feedback to the amount individual students can act on in a given time period.	• When providing feedback to teachers, I focus on only a few areas at a time so learners can reflect and stay focused.
	I tailor feedback to meet the diverse needs of students.	• I tailor feedback around individual teacher or team growth goals.
	I avoid evaluative feedback (grades) on practice work.	• I am mindful of how I speak or convey feedback to teachers. I remember that feedback is about the learning and not the learner.
	I intentionally model and teach effective feedback practices so students can learn to peer- and self-assess.	• I model effective feedback practices during staff meetings, PLT meetings and one-on-one interactions with teachers, leaders and other stakeholders. Teachers are able to identify next steps for their work based on my feedback.

Adapted from *Assessment for Learning: An Action Guide for School Leaders* (2nd Ed.), Portland, OR: Educational Testing Services

REFLECTION QUESTIONS:

• I used to do…

• But now I will…

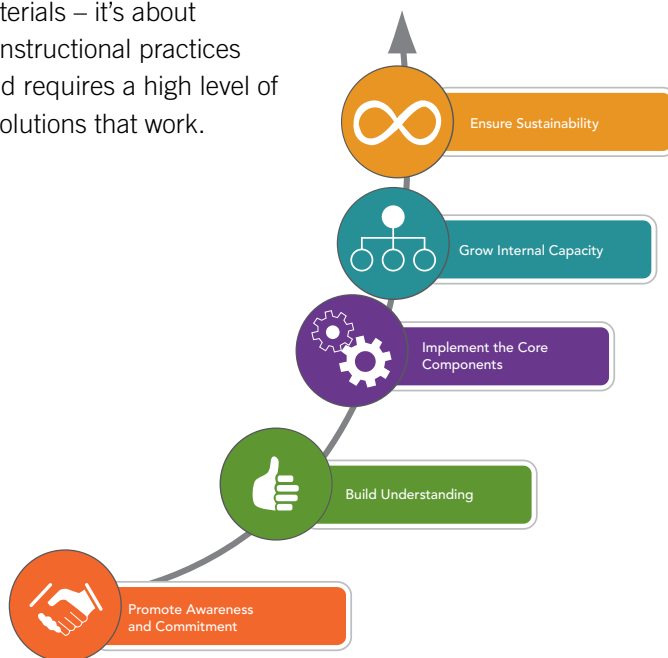• What will be gained from making this commitment?

Overcoming Pitfalls

FIP Your School is about more than online modules and facilitation materials – it's about creating a systematic approach to helping all educators use formative instructional practices well. The role of a coach in implementing FIP Your School is crucial and requires a high level of commitment to addressing obstacles as they arise and implementing solutions that work.

DIRECTIONS: As a team, using the FIP Your School Implementation Pathway, identify potential pitfalls for each milestone and how you might overcome these pitfalls if and when they arise. A description of each milestone is presented first in an effort to remind you of the milestones.

Ensure Sustainability

Grow Internal Capacity

Implement the Core Components

Build Understanding

Promote Awareness and Commitment

FIP Your School Implementation Pathway

MILESTONE 1: Promoting Awareness of and Commitment to FIP Your School
To advance and support the use of FIP, you must start to build awareness of and commitment to the effort to FIP Your School throughout your school community. Don't skip this critical milestone; sharing the vision for this work and communicating clearly and thoughtfully to all stakeholders will set you up for success.

MILESTONE 2: Understand Formative Instructional Practices
FIP Your School leverages learning using online modules and facilitation materials designed to help all educators explore and understand the core components of formative instructional practices. Creating a common understanding of FIP helps ensure that these practices are implemented with fidelity.

MILESTONE 3: Implement the Core Components of Formative Instructional Practices
Everyone in the school system applies what they've learned about formative instructional practices by setting goals for advancing their practice, experimenting with new techniques and strategies, collaborating and sharing best practices, and proving each other with feedback.

MILESTONE 4: Build Capacity in Your School
The ultimate goal is to spread the use of formative instructional practices across all staff members and continually deepen skill and expertise over time.

MILESTONE 5: Sustain the Use of Formative Instructional Practices
Formative instructional practices are not a project or initiative; they are the heart of the teaching and learning process. To sustain the use of formative instructional practices, consider ways that these practices can be embedded in the daily routines, structures, and expectations that create your school culture.

POTENTIAL PITFALLS	PREVENTING OR OVERCOMING PITFALLS
MILESTONE 1: Promoting Awareness of and Commitment to FIP Your School	
• Mandated participation without taking the time to build awareness and create opportunities for buy-in. • Didn't make a compelling case for change. • Didn't identify FIP facilitators or support them as they learned their role. • Didn't identify pioneers who can help influence others and enlist support for this effort.	• Invest in time up front to expose people to the principles of FIP and demonstrate the connection between FIP and other change initiatives. • Identify people who can help influence others and enlist support for this effort. • Provide time for FIP facilitators to understand their role and become comfortable with FIP.
MILESTONE 2: Understand Formative Instructional Practices	
• Some teachers have access to the online modules while some do not. • Sufficient time for teachers to complete modules and meet together is not provided. • Timelines not established collaboratively with each team, so expectations are not clear. • School leadership does not understand FIP as well as the teachers do.	• Develop a blended learning plan to ensure that all teachers have access to the modules, clear goals are established, time is allocated, and teacher teams have a voice in pacing. • Create a plan for yourself (leader or coach) to complete the modules and meet with a team. • Discuss personal 'ah-ha' moments. • Foster a supportive environment.
MILESTONE 3: Implement the Core Components of Formative Instructional Practices	
• Teachers, learners and parents are not on the same page in regard to FIP. • School leaders do not model the use of FIP in their staff meetings. • Teachers are expected to move at the same pace through the modules and blended learning experience. • Teachers do not receive support in their classrooms as they are trying new strategies.	• Work with school leadership team to keep infusing FIP in all learning experiences. • Feedback from teachers is gathered in regard to their implementation and on-time support is provided based on their needs. • A 'FIP in Action' board is established where teachers share great experiences and strategies with each other. • Coaches spend time in classrooms with teachers.

MILESTONE 4: Build Capacity in Your School	
• FIP in Action modules are not used. • Teacher learning and innovation are not shared across the campus. • Teachers are not provided with effective descriptive feedback and are not allowed to observe each other. • Implementation is haphazard in approach.	• As teams are ready for specific examples of FIP, encourage them to use the FIP in Action modules. • Provide descriptive feedback to teachers. • Maintain a focus on goal attainment. • Create opportunities for success to be shared. • Encourage teachers to visit each other's classrooms and learn from each other.
MILESTONE 5: Sustain the Use of Formative Instructional Practices	
• Once the modules are completed, the teachers declare, "We're finished with FIP." • Collaborative time is removed or reduced from teacher schedule or the use of the time is controlled by the leadership. • Teachers lose motivation to continue to improve their practice. • The ongoing commitment to FIP is not communicated or demonstrated by leadership.	• Refer to FIP as a way we do business rather than as a program or initiative. • Maintain sufficient collaborative time for teachers to work together and encourage them to bring actual student work to examine. • Continue to use FIP strategies in all meetings and transparently share their connection to FIP. • Provide recognition or incentives to teachers for being learners and risk-takers.

Coaching Formative Instructional Practices

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