



COACHING FORMATIVE INSTRUCTIONAL PRACTICES

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PARTICIPANT HANDOUTS



Real-Life Scenario

You will examine an example of a well-known system that has been successful at enabling change, learning, and practice to “stick”.

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

Have you ever thought about why Weight Watchers® has been so successful in helping people lose and sustain their weight loss? As you read the following components of the program, consider how they work together to lead to the success of the members.

- Members meet together to learn about healthy eating and to set personal goals.
- Team leaders and members encourage, support, and hold each other accountable for accomplishing individual goals.
- Useful feedback is provided throughout the process.
- Popular, recognizable role models who have gone through the process are used as spokespeople.
- The spokespeople exemplify a weight loss success story.
- Successes of members are noted and celebrated.
- Different plans are provided to help members get started and stay on course, such as quick-start programs, low-carb programs, and programs for various health concerns.
- The famous “point system” enables each member to stay within bounds and have choices at the same time.
- Guidelines and tips are provided for the shopping, selecting, and preparing of healthy meals.
- Members are monitored and held accountable with weekly meetings.
- Members are given the resources they need for success including recipes, e-tools, and exercise ideas.
- There is choice in the learning experience (all online or a combination of online and face-to-face meeting options)
- A blend of both individual and collaborative learning is used.

Thinking about what you learned in the *Coaching Formative Instructional Practices* module and how one makes change “stick,” complete the following matrix with the motivational and ability factors used in the Weight Watchers® process. In the shaded column, add a few examples of how this might be replicated in your school with the FIP Your School® process.

Real-Life Scenario

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

Note: Answers may vary or be duplicated in more than one category, but all areas should address if the change can be done and if the change will be worth it. The take away should be a combination of strategies that can help make change “stick.”

REFLECTION QUESTIONS:

- How did this exercise impact your thinking about your motivation and your ability to lead and coach FIP?
- How can being a positive change agent impact implementation of FIP in your school?

Level	Motivation Weight Watchers	Motivation Your School	Ability Weight Watchers	Ability Your School
Personal	<p>How does WW make the learning personal and worthwhile?</p> <ul style="list-style-type: none"> • Setting personal goals 	<p>How can you make the learning personal and worthwhile?</p> <ul style="list-style-type: none"> • Personally ask/invite teachers to come learn about FIP. 	<p>How does WW help members surpass expectations?</p> <ul style="list-style-type: none"> • Different plan options 	<p>How can you help teachers surpass expectations?</p>
Team	<p>How does WW leverage positive peer pressure?</p> <ul style="list-style-type: none"> • Team accountability 	<p>How can you leverage positive peer pressure?</p>	<p>How does WW build collegial momentum?</p> <ul style="list-style-type: none"> • Support and encouragement from the members and the leader. 	<p>How can you build collegial momentum?</p>
Structural	<p>How does WW reward and measure progress?</p>	<p>How can you reward progress?</p> <ul style="list-style-type: none"> • Feature a team or an individual teacher as Flipper of the Week. 	<p>How does WW create an environment that makes success possible?</p> <ul style="list-style-type: none"> • Face to face meetings 	<p>How can you create an environment that makes success possible?</p> <ul style="list-style-type: none"> • Provide time during the work day for focused PLT meetings

COACHING FORMATIVE INSTRUCTIONAL PRACTICES MODULE
SECTION I - ACTIVITY 2

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.

Ensuring Success of a Professional Learning Team	What the text says	What it means to me
Create a cultural shift in the school.		
Create an understanding of the process.		
Address the skills needed for self-directed learning.		
Get the right facilitators.		
Provide facilitators with adequate support.		
Ensure the active support of school leaders.		
Avoiding the Pitfalls		

REFLECTION QUESTIONS:


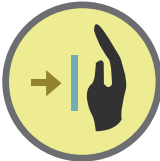
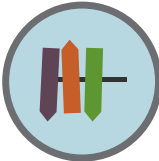

How can the six recommendations presented in this article be used as a formative tool to monitor the practice of a professional learning team? What questions does this raise about your school’s current PLT format, purpose, and structure?





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.

What Parents Do				
What Learners Do				
What Teachers Do				
What Coaches Do				
What School Leaders Do				
Formative Instructional Practices	 Clear Learning Targets	 Collecting and Documenting Evidence of Student Learning	 Analyzing Evidence and Providing Effective Feedback	 Student Ownership of 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.

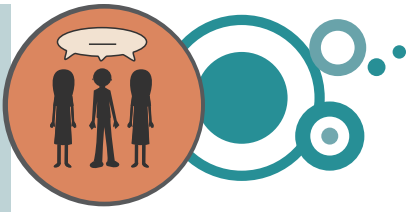
Let's help Ms. Williams. Think of ways she can facilitate the implementation of FIP at her school in her role as coach.

REFLECTION QUESTIONS:

- Which component of FIP do you think would be most difficult to model as a leader? Why?
- How will you continue to develop your skill in leading, modeling, and learning FIP?

Walking the Talk: Scenario Analysis and Extension

 <p>CREATING AND USING CLEAR LEARNING TARGETS</p>	 <p>COLLECTING AND DOCUMENTING EVIDENCE OF LEARNING</p>
<ul style="list-style-type: none"> • Help teachers set learning goals for their own professional growth plans. • Make connections between your state's learning standards and FIP using the <i>Creating Clear Learning Targets</i> modules. 	<ul style="list-style-type: none"> • 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.
 <p>ANALYZING EVIDENCE AND PROVIDING EFFECTIVE FEEDBACK</p>	 <p>CULTIVATING TEACHER OWNERSHIP OF LEARNING</p>
<ul style="list-style-type: none"> • 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.). 	<ul style="list-style-type: none"> • 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.



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.

Category	Skilled Teacher	Skilled Coach and Leader
Effective Feedback	I report student assessment results accurately and understandably.	
	My feedback describes strengths and guides next steps in learning.	
	I base feedback on learning targets that have been made clear to students.	
	I provide feedback frequently and during the learning.	
	My feedback encourages students to think for themselves.	
	I limit intervention feedback to the amount individual students can act on in a given time period.	
	I tailor feedback to meet the diverse needs of students.	
	I avoid evaluative feedback (grades) on practice work.	
	I intentionally model and teach effective feedback practices so students can learn to peer- and self-assess.	

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

REFLECTION QUESTIONS:

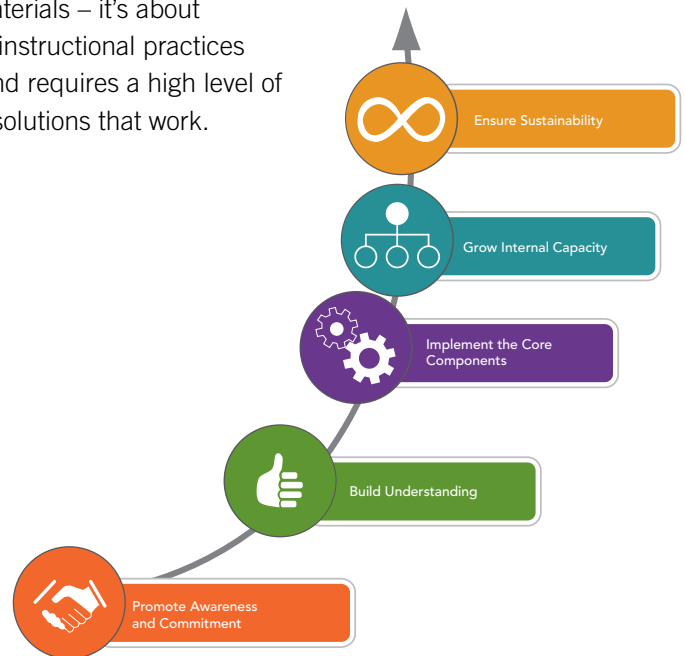
- I used to do...
- But now I will...
- What will be gained from making this commitment?

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.

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.

COACHING FORMATIVE INSTRUCTIONAL PRACTICES MODULE
SECTION III - ACTIVITY 2

POTENTIAL PITFALLS	PREVENTING OR OVERCOMING PITFALLS
MILESTONE 1: Promoting Awareness of and Commitment to FIP Your School	
MILESTONE 2: Understand Formative Instructional Practices	
MILESTONE 3: Implement the Core Components of Formative Instructional Practices	
MILESTONE 4: Build Capacity in Your School	
MILESTONE 5: Sustain the Use of Formative Instructional Practices	