



FIP IN ACTION FACILITATION GUIDE

LEARNING TARGETS

Each FIP in Action module was created to help learners:

- Understand what formative instructional practices look and sound like in various grades and subjects.
- Be familiar with multiple ways teachers and students use formative instructional practices in order to move learning forward.

Introduction

This FIP in Action Facilitation Guide can be used by facilitators, curriculum directors, coaches, teacher leaders, principals, or others charged with facilitating learning about formative instructional practices. This guide corresponds with the FIP in Action modules and is designed to strengthen teachers' understanding and implementation of formative instructional practices.

Although teachers would benefit by completing all modules, this facilitation guide requires that they engage in one module that most closely relates to the subject and grade taught. The activities in this guide are relevant to all FIP in Action modules, even if the teacher team includes teachers from different grades and subjects.

This Facilitation Guide is divided into three sections:

Confirming Our Learning

Confirming Our Practice

Confirming Our Commitment

Each section contains two activities; each activity takes approximately 30 minutes to complete. A recommendation is to facilitate teachers through at least one activity in each section. The number of activities that you select may depend on the readiness level of your group as well as the amount of time available.

Since this is intended to be a blended learning experience and the modules serves as the base for deeper learning, participants should complete the FIP in Action module(s), prior to participating in any of the activities.

This guide contains participant handouts, facilitator notes, and facilitator answer guides to help facilitate the discussions.



FIP IN ACTION FACILITATION AGENDA

MODULE:

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TOTAL TIME: 3 hours

LEARNING TARGETS:

- Understand what formative instructional practices look and sound like in various grades and subjects.
- Be familiar with multiple ways teachers and students use formative instructional practices in order to move learning forward.

Section I: Confirming Our Learning

Activity 1: Spotting FIP

Purpose: The purpose of this activity is to confirm understanding of the student and teacher practices and behaviors present in classrooms using formative instructional practices, and to understand the intentions behind these practices and behaviors. *Time: 30 minutes*

Activity 2: Students in the Standards

Purpose: The purpose of this activity is to help teachers understand the rigor, learning progressions, and student expectations required by new content standards. *Time: 30 minutes*

Section II: Confirming Our Practice

Activity 1: Everything is Assessment

Purpose: The purpose of this activity is to help educators reflect on their practice from an expert's perspective. *Time: 30 minutes*

Activity 2: Planning FIP in Your Classroom

Purpose: The purpose of this activity is to help teachers reflect on a recent lesson and think about what formative instructional practices they used, and how they might have made the lesson stronger with formative instructional practices. *Time: 30 minutes*

Section III: Confirming Our Commitment

Activity 1: Reflection Connection

Purpose: The purpose of this activity is to help teachers reflect on how their thinking about formative instructional practices may have changed after seeing examples in the FIP in Action modules and create a vision for the use of formative instructional practices in their classrooms. *Time: 30 minutes*

Activity 2: The Rule of Twos

Purpose: The purpose of this activity is encourage teachers to work with colleagues to make a collective commitment to use formative instructional practices. *Time: 30 minutes*

Prior to Your Meeting(s)

READY TO GO

NEED TO DO THIS

- Ensure that all teachers have access to and know how to enroll in the FIP in Action modules.
- Assign or ask teachers or teacher teams to select an appropriate FIP in Action module. Note that teachers may want to complete different modules based on the grade or subject they teach.
- Ask teachers to keep a journal of their responses to the reflection questions embedded in the modules. Also, ask them to keep any documents downloaded from the module for reference.
- Prior to meeting with teachers, ensure they have each completed the assigned or selected FIP in Action module.
- Take the time to review the appropriate FIP in Action module(s). This includes reviewing reflection questions that might be incorporated into meetings.
- Review the FIP in Action facilitation materials.
- Determine agendas based on the available time you have to meet. Adapt the provided agenda to meet your needs and time available to you. Note that each section might take more than one meeting to complete.
- Notify teachers of the meeting(s) time and place(s). Remind them to bring their journal of responses to module reflection questions and any documents they downloaded from the module.
- One week before the scheduled meeting(s), send copies of the agenda to teachers and ask that they bring their laptops with them.
- Make copies of participant resources as needed.
- Arrange internet access if you plan to refer to any pages in the FIP in Action module(s).

SECTION I

CONFIRMING OUR LEARNING

ACTIVITIES 1–2

This section includes two activities designed to ensure that teachers have met the learning targets of the FIP in Action module.

Total Section I Time: 60 minutes

Activity 1: 30 minutes

Activity 2: 30 minutes

Spotting FIP

PURPOSE: The purpose of this activity is to confirm understanding of the student and teacher practices and behaviors present in classrooms using formative instructional practices, and to understand the intentions behind these practices and behaviors.

WHAT YOU'LL NEED

Facilitator Resources: Handout: *Spotting FIP Answer Key*

Participant Resources: Handout: *Spotting FIP*

Handout: *Teacher Self-Assessment Continua*

INSTRUCTIONS:

1. Consider distributing the **Spotting FIP** handout to participants so they may take notes while completing a FIP in Action module.
2. Review the learning targets for the FIP in Action module that was completed. Emphasize that the intent of the module and this activity is to spot new formative instructional practices within a specific grade and subject and understand how these practices can be helpful in implementing new standards.
3. Ask each teacher to review their notes from the FIP in Action module they completed.
Note: They may need to log back into the module to review and reference the scenarios.
4. Ask teachers to review and discuss their responses on the **Spotting FIP** handout, using the **Teacher Self-Assessment Continua** as a reference. Teachers can work in pairs or triads for 10 minutes. Prepare each group to report out.
5. Use the handout **Spotting FIP Answer Key** to facilitate the conversation as needed.
6. As groups report out, probe for the rationale as to why these observed practices matter.
7. Ask each teacher to point to a practice that he or she could easily try in his or her classroom.

HERE ARE SOME THINGS TO CONSIDER:

- This is intended to be a blended learning experience; it may be helpful to go back into the FIP in Action modules for this activity.
- The answers will vary if the teachers have selected to complete modules specific to the grade and subject they teach.
- Remember that the value of this activity is that each participant can effectively identify and recognize formative instructional practices and be able to articulate why that practice is important.



FIP TIPS

Share the learning targets of this module and purpose of this activity in order to model good practice. Be ready to provide **effective feedback** if there are misconceptions.

Explain that using the scenarios from the module are examples of using strong work to set learning expectations.

Students in the Standards

PURPOSE: The purpose of this activity is to help teachers understand the rigor, learning progressions, and student expectations required by new content standards.

WHAT YOU'LL NEED

Facilitator Resources: **Handout:** *Students in the Standards Answer Key*

Participant Resources: **Handout:** *Students in the Standards*

Downloads from a FIP in Action module:

- Deconstructing a Standard
- Learning Progression

INSTRUCTIONS:

1. Ask participants to refer to the documents ***Deconstructing a Standard and Learning Progression*** downloaded from the module that best represents their subject and grade. You may want to ask participants to do this ahead of time.
2. Allow time for participants to read and examine the information.
3. Ask participants to complete the handout ***Students in the Standards*** to think about how the students can be successful with the new standards.
4. Participants should work alone at first, then compare responses with others who completed the same module.
5. End the discussion by asking participants to share the learning represented in the different modules (if participants in your group took different modules).

HERE ARE SOME THINGS TO CONSIDER:

- This is intended to be a blended learning experience; it may be helpful to go back into the FIP in Action modules for this activity.
- Make sure that participants understand that clear learning targets are the foundation of all formative instructional practices. Learning targets must be aligned to the rigor and intent of the standards for formative instructional practices to be used effectively.



FIP TIPS

Share the learning targets and purpose of this activity in order to model good practice.

Ask questions to help participants take **ownership of their learning**.

Check for understanding as you hear the thoughts provided by the participants.

SECTION II

CONFIRMING OUR PRACTICE

ACTIVITIES 1–2

This section includes two activities designed to facilitate reflection and discussion related to formative instructional practices.

Total Section II Time: 60 minutes

Activity 1: 30 minutes

Activity 2: 30 minutes

Everything is Assessment

PURPOSE: The purpose of this activity is to help educators reflect on their practice from an expert's perspective.

WHAT YOU'LL NEED

Participant Resources: **Handout:** *Everything is Assessment* by Tom Schimmer

INSTRUCTIONS:

1. Distribute the handout ***Everything Is Assessment*** by Tom Schimmer and allow participants time to read. If team time is limited, you may want to send an electronic copy of the handout to participants in advance and request that they read it before the meeting.
2. Ask participants to circle or highlight three phrases or sentences within the text that resonate with what they learned by completing the FIP in Action module.
3. Next, conduct a text-based discussion by asking each person to share one of their selected excerpts from the text. Ask, "What about this excerpt resonates with you? How does it relate to the module you completed? How does your current classroom practice relate to this excerpt?" If necessary, probe for a deeper understanding.
4. Be sure to ask participants to refer to the text.
5. Continue with each person until all excerpts selected have been discussed.
6. Bring the discussion to a close by asking participants to make one statement about an "aha" takeaway they can apply to their practice.

HERE ARE SOME THINGS TO CONSIDER:

- The discussion may vary by context and experience. If there are less experienced teachers in the group, be a source of encouragement for them. Set up the conversation so that participants can learn from each other no matter the level of experience.
- Make sure participants understand that formative instructional practices are more than a set of strategies. Encourage participants to reflect on their current practice and begin to (or continue to) ensure all classroom activities are linked to intended learning outcomes. Help teachers understand that all classroom activity should have the potential to inform their instructional response.



FIP TIPS

Check for understanding as participants engage in discussion.

Explain that extending the text to their own context will help participants make authentic connections and be better prepared to adapt their practices.

Planning FIP in Your Classroom

PURPOSE: The purpose of this activity is to help teachers reflect on a recent lesson and think about what formative instructional practices they used, and how they might have made the lesson stronger with formative instructional practices.

WHAT YOU'LL NEED

Facilitator Resources: **Handout:** *Planning FIP in Your Classroom Answer Key*

Handout: *Teacher Self-Assessment Continua*

Participant Resources: **Handout:** *Planning FIP in Your Classroom*

Handout: *Teacher Self-Assessment Continua*

A lesson plan or notes from a previous lesson

INSTRUCTIONS:

1. Ask participants to think about a recent lesson.
2. Distribute the handout ***Planning FIP in Your Classroom***.
3. Direct teachers to complete the first column of the handout by noting how they incorporated each core component of formative instructional practices.
4. Ask pairs of teachers to collaborate on the second and third column of the handout. Ask the pairs to consider how they could have been more intentional in the use of formative instructional practices if they were to teach the lesson again.
5. The last column of the handout asks the pairs to think about how they would consider that lesson in context of the new standards. Are the content and approach still appropriate given more rigorous standards?
6. Suggest that teachers use the handout ***Teacher Self-Assessment Continua*** to help them think about how they might have improved the lesson.
7. Ask teachers to determine if their new thinking would be “easy to do” or “difficult to do” and if the benefit for students would be small or big.
8. Suggest that participants brainstorm one easy/big strategy and one difficult/big strategy.
9. End the activity by bringing the entire team back together to discuss and problem-solve how to address the difficult/big strategies.

HERE ARE SOME THINGS TO CONSIDER:

- Recognize that it takes courage to share your work and discuss how it could have been improved. Try to create a safe environment for sharing and acknowledge that everyone has the opportunity to improve.



FIP TIPS

Encourage pairs of teachers to listen to each other and provide **effective feedback**.

Emphasize that by thoughtfully working through this activity, teachers will be **taking ownership** of what they need to improve.

SECTION III

CONFIRMING OUR COMMITMENT

ACTIVITIES 1–2

This section includes two activities designed to help teachers set goals and take action based on what they've learned about formative instructional practices.

Total Section I Time: 60 minutes

Activity 1: 30 minutes

Activity 2: 30 minutes

Reflection Connection

PURPOSE: The purpose of this activity is to help teachers reflect on how their thinking about formative instructional practices may have changed after seeing examples in the FIP in Action module and create a vision for the use of formative instructional practices in their classrooms.

WHAT YOU'LL NEED

Participant Resources: Handout: *Reflection Connection*

Handout: *I am FIP*

INSTRUCTIONS:

1. Provide each teacher with the handout ***Reflection Connection*** and share the purpose of the activity.
2. Ask teachers to complete the questions on the handout individually. Allow approximately 10 minutes to complete the task.
3. Then ask participants to find a partner and share their thinking with each other.
4. Bring participants back as a larger group and ask teachers to share common threads heard from their colleagues.
5. Provide each participant with the handout ***I am FIP***.
6. Ask participants to follow the instructions and draw what they and their students will be doing in their classroom when formative instructional practices are used intentionally. As they work, probe for what the classroom would look and sound like.
7. End by facilitating a lightning round share-out where each participant shows the visual he or she created and the words selected to describe their practice.
8. Encourage teachers to keep their drawing in a place that will be a visible reminder of their vision and commitment.

HERE ARE SOME THINGS TO CONSIDER:

- Encourage teachers to visualize themselves being successful using formative instructional practices in the context of new standards.
- Be on the lookout for any misconceptions that might still exist. Take this opportunity to provide participants with effective feedback.



FIP TIPS

Check for understanding and ask questions to prompt deeper reflection as teachers complete the first part of this activity.

The Rule of Twos

PURPOSE: The purpose of this activity is to encourage teachers to work with colleagues to make a collective commitment to use formative instructional practices.

WHAT YOU'LL NEED

Facilitator Resources: **Handout:** *The Rule of Twos Answer Key*

Participant Resources: **Handout:** *The Rule of Twos*

Handout: *Teacher Self-Assessment Continua*

INSTRUCTIONS:

1. Distribute the handouts ***Rule of Twos*** and the ***Teacher Self-Assessment Continua***.
2. Ask each teacher to focus on one or two of the core components of formative instructional practices that he or she would like to focus on integrating or implementing.
3. Remind teachers to consider the previous activity where they created a vision for their practice.
4. Using the ***Teacher Self-Assessment Continua*** associated with the selected core component(s), teachers should circle two behaviors—one for themselves and one for students—that they would like to work on.
5. On the handout ***Rule of Twos***, ask participants to rewrite the circled behaviors. If necessary, adjust them to make sense for the specific grade level and subject(s) taught.
6. Allow participants time to individually complete the handout.
7. Emphasize that making short-term and long-term commitments is essential in the process of changing practice, and relying on trusted partners to hold you accountable will increase chances for success.



FIP TIPS

Encourage teachers to give each other effective feedback about their respective commitments.



FACILITATOR

ANSWER



KEYS

Spotting FIP

DIRECTIONS: Use this template to make notes about the student and teacher behaviors that move learning forward as you complete the FIP in Action module.

FIP in Action Module:

How would you adapt these behaviors for your particular grade and subject?	Why do these behaviors matter?	
<p>Answers will vary, but this part becomes a formative assessment for you to see where the participants are in their learning and application of formative instructional practices.</p>	<p>Answers will vary, but this part becomes a formative assessment for you to see where the participants are in their learning and application of formative instructional practices.</p>	
<p>Answers will vary depending on the module completed.</p> <p>Example:</p> <ul style="list-style-type: none"> Students put the learning targets into their own words. 	<p>Answers will vary depending on the module completed.</p> <p>Example:</p> <ul style="list-style-type: none"> Students put the learning targets into their own words. 	<p>Example:</p> <ul style="list-style-type: none"> Students track their learning in a data notebook.
<p>Answers will vary depending on the module completed.</p> <p>Example:</p> <ul style="list-style-type: none"> Teacher deconstructed standards, made learning progressions and wrote targets in student-friendly language 	<p>Answers will vary depending on the module completed.</p> <p>Example:</p> <ul style="list-style-type: none"> Teacher deconstructed standards, made learning progressions and wrote targets in student-friendly language 	<p>Example:</p> <ul style="list-style-type: none"> Teacher uses stoplight cards.
<p>Clear Learning Targets</p> 	<p>Collecting and Documenting Evidence</p> 	

How would you adapt these behaviors for your particular grade and subject?	Why do these behaviors matter?	Student Behaviors	Teacher Behaviors	Core Component of Formative Instructional Practices
		<p>Example:</p> <ul style="list-style-type: none"> • Students provide effective feedback during collaborative learning. 	<p>Example:</p> <ul style="list-style-type: none"> • Teacher regrouped students based on assessment data. 	<p>Effective Feedback</p> 
		<p>Example:</p> <ul style="list-style-type: none"> • Students rate their level of confidence with the learning targets during their learning. 	<p>Example:</p> <ul style="list-style-type: none"> • Teacher models self-assessment using a rubric. 	<p>Student Ownership of Learning</p> 

Students in the Standards



DIRECTIONS: Use the documents *Deconstructing a Standard* and *Learning Progression* downloaded from the FIP in Action module that best represents the subject and grade level in which you teach. Spend some time examining the rigor, learning progressions, and expectations of students, then refer back to the module to answer the questions below.



Questions to Ponder	Your Answers												
1. Name the FIP in Action module you completed.	<i>Answers may vary.</i>												
2. Using the new state standard examples provided in the module/s you have taken, make two observations about the learning expectations for the students. What is the teacher asking students to know and do? How do students respond?	<p><i>Answers will vary. Probe for:</i></p> <ul style="list-style-type: none"> • <i>Clarity of understanding the standard. Ask participants to refer to the “Learning Progression” and “Deconstructing a Standard” downloads.</i> • <i>Probe for student behaviors and strategies.</i> 												
3. How were students prepared and invited to actively own their learning? Identify one instance where student ownership was evident.	<p><i>Responses will vary. Probe for:</i></p> <ul style="list-style-type: none"> • <i>What the teacher said and did to prepare students to own learning.</i> • <i>Clarity of understanding of what student ownership is and is not.</i> 												
<p>4. Choose one student from a FIP in Action module and explain how that student was able to answer the questions:</p> <ul style="list-style-type: none"> • Where am I going? • Where am I now? • How can I close my learning gaps or move beyond? <p>Identify specific student and teacher behaviors.</p>	<p><i>Responses will vary based on module referenced. Probe for understanding of the three questions.</i></p> <table border="1" data-bbox="630 1222 1451 1730"> <thead> <tr> <th data-bbox="630 1222 902 1318">Student's name:</th> <th data-bbox="909 1222 1175 1318">Student behaviors</th> <th data-bbox="1182 1222 1451 1318">Teacher behaviors</th> </tr> </thead> <tbody> <tr> <td data-bbox="630 1327 902 1457">Where am I going?</td> <td data-bbox="909 1327 1175 1457"></td> <td data-bbox="1182 1327 1451 1457"></td> </tr> <tr> <td data-bbox="630 1465 902 1596">Where am I now?</td> <td data-bbox="909 1465 1175 1596"></td> <td data-bbox="1182 1465 1451 1596"></td> </tr> <tr> <td data-bbox="630 1604 902 1734">How can I close the gap or move beyond?</td> <td data-bbox="909 1604 1175 1734"></td> <td data-bbox="1182 1604 1451 1734"></td> </tr> </tbody> </table>	Student's name:	Student behaviors	Teacher behaviors	Where am I going?			Where am I now?			How can I close the gap or move beyond?		
Student's name:	Student behaviors	Teacher behaviors											
Where am I going?													
Where am I now?													
How can I close the gap or move beyond?													
<p>5. What is one strategy from the module that will help you move learning forward for your students?</p> <p>Explain why you chose this strategy and how you would use it.</p>	<p><i>Responses will vary based on module referenced. Ensure that participants have chosen attainable yet challenging goals.</i></p>												

Planning FIP in Your Classroom

DIRECTIONS: Using the Teacher Self-Assessment Continua as a guide, complete the organizer to increase the use and quality of formative instructional practices in your classroom.

Provide an overall description of your lesson, including subject and grade level:

How did you address the core components of formative instructional practices in this lesson?	How would you improve this lesson if you were to teach it again? Hint: Use the Teacher Self-Assessment Continua as a guide for each core component of formative instructional practices.	Considering the new standards, as demonstrated in the modules for your grade and subject, what else could be done to increase the level of rigor?
 <p>Clear Learning Targets</p> <p><i>Answers will vary based on where the participants are in their implementation of formative instructional practices.</i></p>	<p><i>Answers will vary, but look for the language of the continua for this component of formative instructional practice.</i></p>	<p><i>Answers will vary, but look for an increase in rigor to align with the new state standards. Consider Bloom's Taxonomy and Webb's Depth of Knowledge.</i></p> <p><i>Learning targets may need to be adjusted to fit what is required and at what cognitive level for participants' subject and grade.</i></p>
 <p>Collecting and Documenting Evidence</p> <p><i>Answers will vary based on where the participants are in their implementation of formative instructional practices.</i></p>	<p><i>Answers will vary, but look for the language of the continua for this component of formative instructional practice.</i></p>	<p><i>Answers will vary, but look for an increase in rigor to align with the new state standards.</i></p> <p><i>Look for opportunities that encourage students to self-assess and make decisions about their learning.</i></p>

<p>How did you address the core components of formative instructional practices in this lesson?</p>	<p>How would you improve this lesson if you were to teach it again?</p> <p>Hint: Use the Teacher Self-Assessment Continua as a guide for each core component of formative instructional practices.</p>	<p>Considering the new standards, as demonstrated in the modules for your grade and subject, what else could be done to increase the level of rigor?</p>
<p> Effective Feedback</p> <p>Answers will vary based on where the participants are in their implementation of formative instructional practices.</p>	<p>Answers will vary, but look for the language of the continua for this component of formative instructional practice.</p>	<p>Answers will vary, but look for an increase in rigor to align with the new state standards.</p> <p>Feedback should be aligned to the new standards so that students know where they are going, where they are now, and what they need to do to close the learning gap.</p>
<p> Student Ownership of Learning</p> <p>Answers will vary based on where the participants are in their implementation of formative instructional practices.</p>	<p>Answers will vary, but look for the language of the continua for this component of formative instructional practice.</p>	<p>Answers will vary, but look for an increase in rigor to align with the new state standards.</p> <p>Look for opportunities that make students think and problem solve.</p>

What are some things you might do to change your lesson and/or practice that are **most difficult** but have the **largest benefit** for students and their learning?

You may hear things like:

- Differentiating lessons for student groups based on evidence of learning
- Facilitating students taking ownership by teaching them to accurately self-assess
- Deconstructing the new standards with colleagues
- Planning for students to move from “mastery” to “going beyond”

The Rule of Twos

DIRECTIONS: Use information from the module you completed to inform your commitment and next steps related to formative instructional practices. Consider how you will develop and hone a selected practice over time. Complete the organizer below.

<p>What formative instructional practice will you commit to trying in the next TWO days?</p> <p>Is this practice about clear learning targets, collecting and documenting evidence, effective feedback, student ownership, or a combination of two or more components? Explain.</p> <p><i>Answers will vary. However, you can help participants stretch to the next level by suggesting practices and also referring them to the Teacher Self-Assessment Continua.</i></p> <p><i>Example: If the teacher is currently posting learning targets on the board...are they also sharing them with students, making references to them during instruction, organizing assessments by learning targets, etc.?</i></p>	<p>How will you develop this practice over the next TWO weeks?</p> <p>Is this practice about clear learning targets, collecting and documenting evidence, effective feedback, student ownership, or a combination of two or more components? Explain.</p> <p><i>Answers will vary. However, look for and encourage progression. The goal is to have the practices become automatic.</i></p>
<p>How will you continue to hone this practice over the next TWO months?</p> <p>Is this practice about clear learning targets, collecting and documenting evidence, effective feedback, student ownership, or a combination of two or more components? Explain.</p> <p><i>Answers will vary. However, look for and encourage progression. The goal is to have the practices become automatic.</i></p>	<p>What TWO people will help hold you accountable to your commitment to formative instructional practices?</p> <p>1.</p> <p>2.</p> <p>Why are the colleagues you selected significant to your success?</p> <p><i>Answers will vary. Encourage teachers to select someone who is also working to increase their use of formative instructional practices.</i></p>