



FIP IN ACTION

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PARTICIPANT MATERIALS

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:

<p>How would you adapt these behaviors for your particular grade and subject?</p>		
<p>Why do these behaviors matter?</p>		
<p>Student Behaviors</p>		
<p>Teacher Behaviors</p>		
<p>Core Component of Formative Instructional Practices</p>	<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>Effective Feedback</p> 	<p>Student Ownership of Learning</p> 

Students in the Standards

DIRECTIONS: Using the documents *Deconstructing a Standard* and *Learning Progression* downloaded from the FIP in Action module, 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.													
2. Using the learning 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?													
3. How were students prepared and invited to actively own their learning? Identify one instance where student ownership was evident.													
<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>	<table border="1"> <thead> <tr> <th data-bbox="630 1203 902 1304">Student's name:</th> <th data-bbox="902 1203 1175 1304">Student behaviors</th> <th data-bbox="1175 1203 1448 1304">Teacher behaviors</th> </tr> </thead> <tbody> <tr> <td data-bbox="630 1304 902 1440">Where am I going?</td> <td data-bbox="902 1304 1175 1440"></td> <td data-bbox="1175 1304 1448 1440"></td> </tr> <tr> <td data-bbox="630 1440 902 1577">Where am I now?</td> <td data-bbox="902 1440 1175 1577"></td> <td data-bbox="1175 1440 1448 1577"></td> </tr> <tr> <td data-bbox="630 1577 902 1713">How can I close the gap or move beyond?</td> <td data-bbox="902 1577 1175 1713"></td> <td data-bbox="1175 1577 1448 1713"></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?		
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Where am I going?													
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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>													

DIRECTIONS: Read the article below and circle or highlight three comments, sentences, or phrases that describe your own practice. Be prepared to share why you chose your comments with the group.

Everything is Assessment

Blog by Tom Schimmer

If there is one bias that I have developed when it comes to assessment for learning it is this: **As much as possible, we should not have to stop teaching in order to conduct our formative assessments.** In other words, if I were to walk into a classroom and observe, the lines between the moments of assessment, instruction, and feedback would be blurred; the chosen strategies would seamlessly lead students and teachers through a continuous assessment-instruction-feedback loop. While there are always exceptions to any rule, we should, as much as possible, strive to infuse our assessment for learning practices into our instructional strategies.

With that, formative assessment is actually easier to infuse than some might think. So many of the strategies that teachers have been using for years can – quite effortlessly – be used for formative assessment purposes. In fact, when I’m asked to provide/discuss some effective formative assessment strategies with teachers I’m often met with the fairly typical response of, “*Oh, I already do that.*”

Now, I’m not doubting their responses. The truth is that many teachers are already doing or using the strategy I describe, at least at first glance. Upon further review, however, I’ve come to realize that while many are *using* the strategies I outline, the strategies fall short of serving as an assessment for learning.

Everything teachers do – every strategy, activity, or process – is an assessment *in waiting*. Every activity students participate in – every project, assignment, or task – has information that can be used for formative purposes if we follow two simple guidelines.

First, every activity must be linked to the intended learning. Activities are just activities unless there is a direct link between the activity and the intended learning; that’s what turns a task into a target. Even better is expressing this link in student-friendly language so that students may have intimate access to what they are expected to learn from the activity. This link is what’s often missing in far too many classrooms. Think about how often you begin a lesson by describing to students what they are going to do as opposed to what they are going to learn? The link to learning will establish far greater relevance for students and assist in their understanding of why – especially with knowledge targets – what they’re doing today is important and relevant for tomorrow (and beyond).



Second, **the results of every activity must have the potential to illicit an instructional response from the teacher.** One of the core fundamentals behind formative assessment is that the collective results are used to decide what comes next in the learning. Now I use the word *potential* because the results of your activities (assessments) may indicate that what you had previously planned to do tomorrow is, in fact, the most appropriate decision. You’re not always going to change course, but for an activity to serve a formative assessment purpose it must have the potential to influence what you plan to do next. As long as you are willing to consider some instructional adjustments based on the results of the activity then it becomes an assessment for learning. As well, the more we can involve students in the process of self-assessment and personalized adjustments, the more they become meaningful decision-makers in their own learning.


Whether it’s a class discussion, an A/B partner talk exercise, an Exit Slip, a 4-Corners Activity, a Jigsaw, or the use of exemplars, we can infuse our assessment/feedback practices into our instructional routines. When we link an activity to the intended learning and allow the results of the activity to potentially influence our instructional decisions, it moves from being just an activity to an assessment. Everything is an assessment *in waiting* if we use these two guidelines to enhance what we’re already doing.

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 learning standards, as demonstrated in the modules for your grade and subject, what else could be done to increase the level of rigor?
 Clear Learning Targets		
 Collecting and Documenting Evidence		

<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 learning 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> Student Ownership of Learning</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?

Providing Effective Feedback				
	Ready to Learn	Learning	Practiced	Skilled
TEACHER BELIEFS AND BEHAVIOR	My feedback to students mostly points out weaknesses.	My feedback generally describes strengths and weaknesses of work.	My feedback describes strengths and points out corrections.	My feedback describes strengths and guides next steps in the learning.
	My feedback frequently derives from comparing students to each other.	I base feedback my own expectations for each student.	I base feedback on learning targets.	I base feedback on learning targets that I have made sure students understand.
	I provide feedback mostly when a student is failing.	I'm not sure what type of feedback is best or how to deliver it.	I provide feedback frequently, and students often have an opportunity to improve before work is graded.	I provide feedback frequently during the learning.
	I tend to provide feedback on everything that needs work.	I am not sure if my feedback causes students to think for themselves.	My feedback tends to encourage students to think differently.	My feedback encourages students to think for themselves.
	I tend to use the same feedback option for all students.	I haven't considered how much feedback is appropriate for each learner.	I usually limit corrective (intervention) feedback to the amount individual students can handle.	I limit intervention feedback to the amount individual students can act on in a given time.
	My feedback consists mainly of going over a test and explaining the items students had trouble with.	My feedback language indicates what I know, but I don't usually think about my advice from the student's point of view.	I try to adjust my feedback to meet the diverse needs of students.	I tailor feedback to meet the diverse needs of students.
	I base feedback mostly on grades.	Feedback in my class mainly accompanies the grade.	I sometimes give evaluative feedback (grades) on practice work.	I avoid evaluative feedback (grades) on practice work.
	I rarely model giving effective feedback to students.	I give feedback, but I am not intentional about modeling it for students.	I am teaching my students to act upon the feedback they receive. I model effective feedback practices and sometimes ask students to peer- or self-assess.	I intentionally model and teach effective feedback practices, so students can learn to peer- and self-assess.
	Students communicate about their learning in the form of "grades."	Students can discuss strengths and weakness of their work based on my feedback.	Students can discuss their learning in relation to learning targets with their peers, parents, and me.	Students are able to identify next steps in their learning based on feedback received and are able to provide effective feedback to their peers.

Adapted with permission from *Assessment for Learning: An Action Guide for School Leaders* (2nd ed.), by Chappuis, S., Stiggins, R., Arter, J., & Chappuis, J., 2005.



STUDENT OWNERSHIP AND IMPACT

Reflection Connection

DIRECTIONS: On your own, reflect on how your thinking may have changed. Respond to the prompts below.

I used to think a good lesson had:

Now I think a good lesson has:

I used to think a good assessment was:

Now I think a good assessment is:

I used to think student ownership meant:

Now I think student ownership means:

I used to think of effective feedback as:

Now I think of effective feedback as:

I used to think of collecting and documenting evidence as:

Now I think of collecting and documenting evidence as:

I used to think using clear learning targets meant:

Now I think using clear learning targets means:

Summarize what this change in thinking means for your practice:

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I am FIP

DIRECTIONS: Draw a self-portrait of what you and your students will be doing in your classroom when formative instructional practices are used intentionally. Feel free to use symbols and pictures.

What six words would you use to describe your future FIP classroom?

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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>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>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>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>

What additional learning is required in order for you to keep your commitment?