



# LEADING FORMATIVE INSTRUCTIONAL PRACTICES

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## **LEARNING TARGETS:**

- Know how to plan for change and promote a systemic approach to implementation of formative instructional practices.
- Understand the importance of a balanced assessment system and the pivotal role formative instructional practices play in it.
- Understand the conditions, structures, and processes needed to sustain formative instructional practices.
- Know how to lead a quality implementation of formative instructional practices by modeling and supporting the practices you expect to permeate your entire school community.

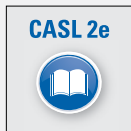
## Reference Information

### 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:

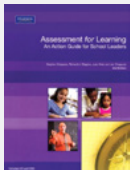
- *Classroom assessment for student learning: Doing it right—using it well* (2nd edition)
- *Seven strategies of assessment for learning*

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:



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.

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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:

#### Facilitation Guide: Section I, Activity 2

Lessons Learned in Leading. Adapted from *Influencer: The New Science of Leading Change* Kerry Patterson, Joseph Grenny, David Maxfield, Ron McMillan, Al Switzler. New York, NY: McGraw-Hill; 2008.

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## Introduction

This guide complements the Leading Formative Instructional Practices module. The content is appropriate for curriculum directors, principals, or others who will lead the implementation of FIP. These leaders carry the vision and build the culture, and they must be prepared to learn, practice, and commit to this very important work.

FIP Your School® is intended to be a blended learning experience. The module 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 *Leading Formative Instructional Practices* module prior to beginning work using this guide.

The activities in this guide are designed to strengthen learning from the *Leading Formative Instructional Practices* module. The activities are divided into three sections:

### Confirming Our Learning

### Confirming Our Practice

### Confirming Our Commitment

The guide contains suggested activities, participant handouts, facilitator notes, and facilitator answer keys to help guide discussion. You will notice that there are two activities for each section. **It is recommended that leaders 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.



# LEADING FORMATIVE INSTRUCTIONAL PRACTICES

## ***LEADING FORMATIVE INSTRUCTIONAL PRACTICES MODULE LEARNING TARGETS:***

- Know how to plan for change and promote a systemic approach to implementation of formative instructional practices.
- Understand the importance of a balanced assessment system and the pivotal role formative instructional practices play in it.
- Understand the conditions, structures, and processes needed to sustain formative instructional practices.
- Know how to lead a quality implementation of formative instructional practices in your school or district by modeling and supporting the very practices that you expect to permeate the school community.



## LEADING FORMATIVE INSTRUCTIONAL PRACTICES MODULE FACILITATION AGENDA

**MODULE:** Leading Formative  
Instructional Practices

**TOTAL TIME:** 3 hours

### LEADING FORMATIVE INSTRUCTIONAL PRACTICES MODULE LEARNING TARGETS:

- Know how to plan for change and promote a systemic approach to implementation of formative instructional practices.
- Understand the importance of a balanced assessment system and the pivotal role formative instructional practices play in it.
- Understand the conditions, structures, and processes needed to sustain formative instructional practices.
- Know how to lead a quality implementation of formative instructional practices in your school or district by modeling and supporting the very practices that you expect to permeate the school community.

### Section I: Confirming Our Learning

#### Activity 1: Real-Life Scenario

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

#### Activity 2: Lessons Learned in Leadership

**Purpose:** The purpose of this activity is to confirm your understanding of making change “stick” in an authentic, personal implementation situation. **Time: 30 minutes**

#### Activity 3: The Right Stuff

**Purpose:** The purpose of this activity is to convey that effective leaders thoughtfully anticipate how to build and sustain teachers’ motivation and ability to adopt FIP by establishing the right conditions, people, measures, and messages. **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 community should lead and support the four components of FIP. **Time: 30 minutes**

#### Activity 2: Walking the Talk Scenario

**Purpose:** The purpose of this activity is to help school leaders understand how to be a positive change agent by intentionally 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 leaders determine how to provide effective feedback to teachers who are learning to implement FIP. **Time: 30 minutes**

#### Activity 2: Make a Plan Stan

**Purpose:** The purpose of this activity is to begin designing your plan for implementation, from awareness building to sustainability, based on the FIP Your School Implementation Pathway. **Time: 30 minutes**

## Leading Formative Instructional Practices module checklist for facilitated work

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

### READY TO GO

### NEED TO DO THIS

- Ensure all leaders have access to the *Foundations of Formative Instructional Practices* modules.
- Ensure all leaders have completed the *Introduction to Formative Instruction Practices* module and the *Leading Formative Instructional Practices* module.
- Review both modules, including review of the reflection questions that could be incorporated into discussion.
- Review the *Leading Formative Instructional Practices* facilitation materials.
- Create an agenda based on the amount of time you have to meet. You may need to adapt the provided agenda, and you may need to have more than one meeting depending on the amount of time you have available.
- Notify leaders 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

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## CONFIRMING OUR LEARNING

### ACTIVITIES 1–3

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

**Total Section I Time: 60 minutes**

**Activity 1: 30 minutes**

**Activity 2: 30 minutes**

**Activity 3: 30 minutes**

## Real-life Scenario

**PURPOSE:** The purpose of this activity is confirm your 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 *Leading Formative Instructional Practices* module.
2. Provide each leader a copy of the *Real-Life Scenario Handout*, and share the purpose of the activity.
3. Ask each leader to silently read the scenario and then work together in teams to complete the *Real-life Scenario Matrix* and accompanying reflection questions.
4. Probe leaders to begin to commit to FIP and to take ownership of their learning by thinking about how the strategies and tactics of the Weight Watchers® program can be applied in their school as FIP is being implemented.
5. Ask groups to share how the lessons from the Weight Watchers® program can be applied to implementing FIP.
6. At the end, ask groups to share specific strategies they plan to employ to successfully implement FIP.
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 online, 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”.
- Leaders must make the learning doable and worth it.
- The value of this activity is the application to the real work of implementing FIP. Be sure to allow enough time for leaders to discuss ideas for implementation in their own schools using the reflection questions.



### 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 example of Weight Watchers® is an example of **using strong work** to set learning expectations.



## Lessons Learned in Leading

**PURPOSE:** The purpose of this activity is to confirm your understanding of making change “stick” in an authentic, personal implementation situation.

### WHAT YOU’LL NEED

**Facilitator Resources:** **Handout:** *Lessons Learned Matrix Answer Key*

**Participant Resources:** **Handout:** *Lessons Learned Matrix*

### INSTRUCTIONS:

1. Ask participants to review pages 24-30 and 55-56 of the module if needed.
2. Review the learning targets for the *Leading Formative Instructional Practices* module.
3. Provide each leader a copy of the *Lessons Learned Matrix*, and share the purpose of the activity.
4. Ask leaders to think of an example of successful implementation of an initiative that they were instrumental in leading.
5. Using their authentic example, ask leaders to complete the matrix with practices and processes used in that implementation.
6. Next ask leaders to answer the reflection questions.
7. Then ask pairs of leaders to share their matrix and reflection questions.
8. Use the handout *Lessons Learned Matrix Answer Key* to facilitate the conversation as needed.
9. End with a “lightening round” session; ask each leader to quickly provide one lesson learned.

### THINGS TO CONSIDER:

- It may be helpful to go back into the module as needed. This reinforces the roles of both online, 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”.
- Leaders must make the learning doable and worth it.
- The value of this activity is in making connections to processes that have worked in the past and applying it to implementation of FIP Your School.



### 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 an authentic experience will help leaders **take ownership** of both their past and future work.

## The Right Stuff

**PURPOSE:** The purpose of this activity is to convey that effective leaders thoughtfully anticipate how to build and sustain teachers' motivation and ability to adopt FIP by establishing the right conditions, people, measures, and messages.

### WHAT YOU'LL NEED

**Facilitator Resources:** **Handout:** *The Right Stuff Answer Key* **Participant Resources**

**Participant Resources:** **Handout:** *The Right Stuff*

### INSTRUCTIONS:

1. Review the learning targets for the *Leading Formative Instructional Practices* module.
2. Provide each leader with a copy of *The Right Stuff Handout* and share the purpose of the activity.
3. Working in groups of three, ask leaders to add behaviors that would cultivate a culture (the right conditions, measures, people, and messages) to implement FIP with fidelity.
4. Ask groups to share their responses and explain their answers.
5. Then, provide time for leaders to discuss the reflection questions with their triads.
6. Use the *The Right Stuff Answer Key* to facilitate the conversation as needed.
7. Tell participants that this brainstormed list can be the beginning of an implementation plan for their school.

### THINGS TO CONSIDER:

- It may be helpful to go back into the module as needed. This reinforces the roles of both online, independent learning and collaboration to create a blended learning.
- Remind leaders to read the descriptors in each quadrant.
- Remember, answers may vary.



### 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.

Encourage reflection. This will help leaders **take ownership** of the process to be implemented in their school.

# SECTION II

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## CONFIRMING OUR PRACTICE

### ACTIVITIES 1–2

This section includes two activities designed to ensure that leaders have met the learning targets of the *Leading 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 the four core components of FIP in their respective 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 work with their table group.
2. Note the roles of the participants in a school community listed in the column headings.
3. As a whole group, discuss and complete the entire 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 to answer 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 online, independent learning and collaboration to create a blended learning experience.
- This activity allows leaders to engage in some self-assessment about 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 leaders to listen to each other and **provide effective feedback** to their group.

Emphasize that by thoughtfully circling the behaviors that best describe their system now, leaders will be **taking ownership** of the processes they need to implement.

## 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 Answer Key*

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

### INSTRUCTIONS:

1. Hand out 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 behavior on their own.
3. Then, as a small group, have leaders continue to brainstorm how to model each of the core components of FIP.
4. Refer to the *Walking the Talk Answer Key* so that you can help promote discussion.
5. If time permits, ask each group to share some vital modeling behaviors.
6. End the session by asking leaders 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 discussing and populating the chart at tables, you could facilitate a “carousel brainstorming” session. Each team would rotate around the room spending approximately 4 minutes for each component of FIP, brainstorming and writing their answers on large chart paper.
- The answers will vary; your role as facilitator would be 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 online, 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 leaders as they share their thoughts.

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

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

# SECTION III

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## CONFIRMING OUR COMMITMENT

### ACTIVITIES 1–2

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

**Total Section III Time: 60 minutes**

**Activity 1: 30 minutes**

**Activity 2: 30 minutes**

### Effective Feedback for Coaches and Leaders

**DIRECTIONS:** With a partner, complete the handout by describing parallel behaviors for leaders. Then individually reflect on the behaviors that you currently employ. Highlight the behaviors that you are committing to improving. Answer the reflection questions that follow.

| Category                  | Skilled Teacher  | Skilled Coach And Leader |
|---------------------------|--|--------------------------|
| <b>Effective Feedback</b> | <p><b>I report student assessment results accurately and understandably.</b></p> <p>The following statements tend to describe me:</p> <ul style="list-style-type: none"> <li>• My feedback describes strengths and guides next steps in learning.</li> <li>• I base feedback on learning targets that I have made sure students understand.</li> <li>• I provide feedback frequently and during the learning.</li> <li>• My feedback encourages students to think for themselves.</li> <li>• I limit intervention feedback to the amount individual students can act on in a given time.</li> <li>• I tailor feedback to meet the diverse needs of students.</li> <li>• I avoid evaluative feedback (grades) on practice work.</li> <li>• I intentionally model and teach effective feedback practices, so students can learn to peer- and self-assess.</li> </ul> |                          |

## Reflection Questions

**DIRECTIONS:** Please answer the following prompt about effective feedback. Answers will vary and be unique for each leader.

|   |                          |
|---|--------------------------|
| <i>I used to do, but now I will...</i>                  | <i>But now I will...</i> |
| <i>What will be gained from making this commitment?</i> |                          |



## Make a Plan Stan

**DIRECTIONS:** Spend a few minutes responding to the milestone that has been assigned to you. Then in “speed dating” fashion, share ideas with your partner. Feel free to take notes or add to your template as ideas are shared. When instructed, move to your next partner. When time is up, complete the reflection question at the end.

| Milestones And Suggested Strategies  | Tactics   | Measuring And Monitoring Success  |
|--|---|---|
| <p><b>MILESTONE 1: Promote Awareness of and Commitment to FIP Your School</b></p> <p><b>Strategy:</b></p> <ul style="list-style-type: none"> <li>Develop a communications strategy that signals to all stakeholders your commitment to the mission and ongoing evidence of your progress.</li> </ul> | <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>Share with teachers how formative instructional practices are part of a blended learning experience.</li> </ul> | <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>Teachers, students and parents are using the language of FIP to talk about student progress.</li> </ul> |

LEADING FORMATIVE INSTRUCTIONAL PRACTICES MODULE  
SECTION III - ACTIVITY 2

| Milestones And Suggested Strategies   | Tactics   | Measuring And Monitoring Success   |
|---|---|--|
| <p><b>MILESTONE 4: Build Capacity in Your School</b></p> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Maintain focus on deepening your implementation.</li> <li>• Find strength in numbers.</li> </ul>   | <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• Ask teachers who have successfully used formative instructional practices to serve as mentors.</li> </ul> | <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• The number of teachers engaged in the FIP process continually increases.</li> </ul>                            |
| <p><b>MILESTONE 5: Sustain the Use of Formative Instructional Practices</b></p> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Make sure the culture, routines, and structures of your school enable formative instructional practices to be an ongoing priority.</li> </ul> | <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• Design incentives that help teachers stay focused on formative instructional practices.</li> </ul>        | <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• Dialog about FIP in PLT meetings increases and teachers share authentic examples of their practice.</li> </ul> |

**REFLECTION QUESTION:**

What are **three** “new learnings” that I experienced today?

What are **two** things that I am excited about and will share with my colleagues?

What is **one** question that I still have?

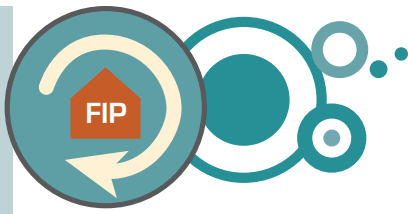
**REFLECTION QUESTION:**

What are **three** “new learnings” that I experienced today?

What are **two** things that I am excited about and will share with my colleagues?

What is **one** question that I still have?

# **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 help members learn and unlearn behaviors (ability). Answer the reflection questions that follow.

**The answers may vary or in some cases or be in more than one category, but the focus is that it is a combination of things that make the change stick. All address if it can be done and if it will be worth it.**

### REFLECTION QUESTIONS:

- How did engaging in this exercise impact your thinking about your own motivation and your own ability to lead 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 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   | <p><b>How does WW make the learning personal and worthwhile?</b></p> <ul style="list-style-type: none"> <li>• Setting personal goals</li> <li>• Working with like-minded people</li> <li>• Point system for choosing food</li> </ul> | <p><b>How can you make the learning personal and worthwhile?</b></p> <ul style="list-style-type: none"> <li>• Personally ask/invite teachers to come learn about FIP.</li> <li>• Help teachers set personal goals.</li> <li>• Share the research that supports FIP</li> <li>• Connect FIP learning to other initiatives such as the teacher evaluation system.</li> </ul> | <p><b>How does WW help members surpass expectations?</b></p> <ul style="list-style-type: none"> <li>• Different plan options</li> <li>• Learning about healthy eating</li> <li>• Maintenance plan</li> <li>• Useful feedback</li> <li>• Successful celebrity spokesperson.</li> </ul> | <p><b>How can you help teachers surpass expectations?</b></p> <ul style="list-style-type: none"> <li>• Provide teachers with useful feedback during their learning.</li> <li>• Provide teachers with blended learning options.</li> <li>• Make FIP the main focus for the year.</li> </ul>       |
| Team       | <p><b>How does WW leverage positive peer pressure?</b></p> <ul style="list-style-type: none"> <li>• Team accountability</li> <li>• Celebrations</li> <li>• Successful role models</li> </ul>   | <p><b>How can you leverage positive peer pressure?</b></p> <ul style="list-style-type: none"> <li>• Start a few PLTs with the willing and allow them to share their successes.</li> <li>• Use student testimonials</li> <li>• Be a positive change agent.</li> </ul>  | <p><b>How does WW build collegial momentum?</b></p> <ul style="list-style-type: none"> <li>• Support and encouragement from the members and the leader.</li> <li>• Useful feedback</li> </ul>   | <p><b>How can you build collegial momentum?</b></p> <ul style="list-style-type: none"> <li>• Be a part of the team and learn side by side with teachers.</li> <li>• Cultivate a culture of trust and openness where sharing and collaborating are the norm.</li> </ul>                           |
| Structural | <p><b>How does WW reward and measure progress?</b></p> <ul style="list-style-type: none"> <li>• Celebrations</li> <li>• Weigh-ins</li> </ul>   | <p><b>How can you reward progress?</b></p> <ul style="list-style-type: none"> <li>• Feature a team or an individual teacher as FIPper/s of the Week.</li> <li>• Create a process or a structure for monitoring such as walk-throughs</li> </ul>   | <p><b>How does WW create an environment that makes success possible?</b></p> <ul style="list-style-type: none"> <li>• Face to face meetings</li> <li>• Blended learning experience online</li> <li>• Online tools</li> <li>• Recipes and Exercises</li> </ul>                         | <p><b>How can you create an environment that makes success possible?</b></p> <ul style="list-style-type: none"> <li>• Provide time during the work day for focused PLT meetings</li> <li>• Provide exemplars of strong FIP work as well as some examples of work that needs improved.</li> </ul> |



## Lessons Learned in Leading

**DIRECTIONS:** Think of a successful initiative that you were instrumental in leading. Complete the matrix with the practices and processes that were/are in place. Answer the reflection questions that follow.

**The responses will vary, but the focus is that it is a combination of things that make the change “stick”. All address if it can be done and if it will be worth it.**

**Did leaders indicate that they:**

- Communicated a clear focus on why they wanted teachers to be engaged in the process?
- Monitored and support the focus?
- Engaged staff to form a critical mass around this focus?
- Modeled and communicate the desired behavior?
- Celebrated and recognize successes toward the goal?
- Cultivated shared leadership to this focus?
- Proactively addressed and communicate around the barriers?
- Supported educators when they hit the barriers?
- Diminished negativity from resisters?

Successful Initiative .....

|                   | Motivation   | Ability  |
|-------------------|--|--|
| <b>Personal</b>   | How did you make the learning personal and worthwhile? | How did you help teachers surpass expectations?                |
| <b>Team</b>       | How did you leverage positive peer pressure?           | How did you build collegial momentum?                          |
| <b>Structural</b> | How did you reward progress?                           | How did you create an environment that makes success possible? |

**REFLECTION QUESTIONS:**

- If you were to lead this initiative again, what processes or practices would you add and/or delete?
- What is one important take-away from your module 6 learning and specifically this activity that you will apply to your implementation of FIP?



## The Right Stuff

**DIRECTIONS:** With your table team discuss what factors will influence motivation and ability in implementing Formative Instructional Practices. Read the descriptors in each quadrant and brainstorm factors in each of the four quadrants below. Discuss the reflection questions at the end.

**The answers may vary in some cases, but the focus is that it is a combination of things that make the change “stick”. All address teacher motivation and ability.**

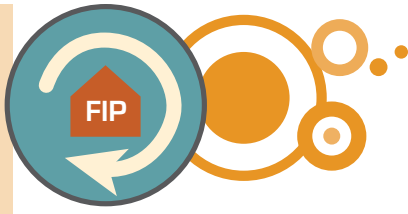
|  |   |
|--|---|
| <p><b>Leaders must create a plan for the rollout of change. You should help inspire that you are creating a learning environment that supports the change effort.</b></p> <p><b>THE RIGHT CONDITIONS ARE:</b></p> <ul style="list-style-type: none"> <li>• Setting reasonable expectations for learning</li> <li>• Ensuring teachers feel they have “penalty-free” opportunities to practice</li> <li>• Creating teacher teams that provide teachers a safe place to share experiences, get feedback, and exchange ideas.</li> <li>• Finding ways to celebrate the successes of teachers who integrate formative instructional practices in their classroom.</li> <li>• Taking a few things off the plates of teachers to allow them more focus</li> <li>• Creating buy-in by sharing the research that supports FIP.</li> </ul> | <p><b>When selecting others who will help promote and support change, leaders should consider individuals with specific qualities.</b></p> <p><b>THE RIGHT PEOPLE HAVE THESE QUALITIES:</b></p> <ul style="list-style-type: none"> <li>• Strong leadership and relationship-building skills</li> <li>• Ability to influence, motivate, and encourage teachers</li> <li>• Ability to facilitate important discussions about educational improvement and change.</li> <li>• Ability to influence, motivate, and encourage teachers so that learning can move forward.</li> <li>• Understanding of the overall FIP process</li> <li>• Willingness to learn</li> <li>• Enthusiasm to promote FIP</li> </ul> |
| <p><b>When implementing change, it is important for leaders to start with the end in mind. Leaders should themselves be prepared to use formative instructional practices to track teacher progress toward the goal.</b></p> <p><b>THE RIGHT MEASURES FOR THIS ARE:</b></p> <ul style="list-style-type: none"> <li>• Be clear about the adult learning targets.</li> <li>• Determine how to collect and document evidence of teacher learning.</li> <li>• Analysis the evidence and provide effective feedback</li> <li>• Engage teachers to own the learning.</li> <li>• Monitor progress toward the adult learning targets</li> <li>• Periodic progress checks</li> </ul>  | <p><b>Communication is an essential element of supporting change.</b></p> <p><b>THE RIGHT MESSAGES THAT YOU WILL REINFORCE ARE:</b></p> <ul style="list-style-type: none"> <li>• Plan in advance to reinforce key messages</li> <li>• Answer frequently asked questions</li> <li>• Proactively address common misconceptions</li> <li>• Provide ongoing communication that highlight success stories</li> <li>• Promote support resources that help teachers stay engaged and motivated.</li> <li>• Promote success stories.</li> </ul>   |






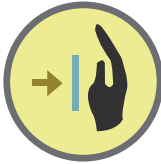


**REFLECTION QUESTIONS**

- What challenges do you anticipate emerging in the environment where you lead?
- Some may mention that: teachers have too much already on their plates, teacher resistance, teachers not understanding why FIP/why now, this too shall pass, Time or schedule constraints for teacher collaboration
- How do your answers in the quadrants help prevent or remedy the anticipated challenges?
- Setting the tone and moving the vision forward can ward off many challenges. By planning ahead for some of the challenges you can reduce negativity.



Stakeholder Roles in a Formative Learning System

**DIRECTIONS:** With your group, fill in the blanks with the missing information. When complete, circle the behaviors that best describe where you are now.

|   | What School Leaders Do   | What Coaches Do   | What Teachers Do  | What Learners Do  | What Parents Do  |
|---|--|---|---|---|--|
| <b>Formative Instructional Practices</b><br><br>Clear Learning Targets | Model the use of learning targets with teachers and coaches.   | Ensure teachers understand the learning targets for formative instructional practices.                    | Ensure his or 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. |
| <br>Collecting and Documenting Evidence of Student Learning            | Monitor learning throughout the year, making sure 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.  |
| <br>Analyzing Evidence and Providing Effective Feedback               | Provide effective feedback to teachers and coaches 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.                                |
| <br>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 Module 6. With your group, brainstorm some ways that you and/or Mr. White can begin to intentionally model FIP behaviors. A few examples are provided to get you started. As a team, discuss the reflection questions that follow.

Mr. White is the principal of A-One Middle School. His school has 6th, 7th and 8th grade students. There are 60 full time teachers that work in teams. Mr. White is very passionate and excited to introduce his staff to FIP and fully implement throughout the school. He has completed all the foundation modules as well as a **FIP in Action** module.

Mr. White has thought about how he will make his staff aware of the impact FIP will have on student learning and he has gathered his teacher leaders to share his vision with them. He knows that he will have some resisters, some that will minimally engage and also some rock stars that will run with FIP, but he truly wants to build the capacity of all teachers to implement these practices in their classrooms and sustain FIP as part of the culture of A-One Middle School. Mr. White struggles some with how to make this happen. He also struggles with how to ensure that FIP gets implemented with fidelity so that student progress can be realized across the board. As a school leader, Mr. White knows that he must model the behaviors of FIP for his staff just as he will expect teachers to do with their students. Let's help Mr. White think of ways that he can accomplish this.



|  |  |
|--|--|
|  <p><b>CREATING AND USING CLEAR LEARNING TARGETS</b></p>  |  <p><b>COLLECTING AND DOCUMENTING EVIDENCE OF LEARNING</b></p>  |
| <ul style="list-style-type: none"> <li>• Be clear about the targets and vision in staff meetings, professional development, and other appropriate situations.</li> <li>• Help teachers set learning goals for their own professional growth plans.</li> <li>• Communicate to teachers, learners and parents what learning targets are and how they will be used to move learning forward.</li> <li>• Establish professional learning targets with teachers about which formative instructional practices are the focus. (by teacher or by team)</li> <li>• Make connections between your state’s learning standards and formative instructional practices using the Creating Clear Learning Targets modules.</li> </ul>                            | <ul style="list-style-type: none"> <li>• Formally and informally assess teacher learning/ understanding during meetings, professional development and other appropriate situations.</li> <li>• Work with teachers, facilitators and coaches to make sure that evidence of student learning is accurate.</li> <li>• Work with teachers to collect evidence of implementation that documents professional growth to monitor the individual or collective progress of the school.</li> <li>• Encourage collective reflection, discussion, and feedback within teacher teams.</li> <li>• Work with teachers, facilitators, and coaches to audit and/or create high-quality assessment items, tasks, rubrics, and blueprints.</li> <li>• Visibly monitor implementation throughout the year to make sure that all teachers are making progress.</li> </ul>        |
|  <p><b>ANALYZING EVIDENCE AND PROVIDING EFFECTIVE FEEDBACK</b></p>  |  <p><b>CULTIVATING TEACHER OWNERSHIP OF LEARNING</b></p>  |
| <ul style="list-style-type: none"> <li>• Use evidence of teacher implementation to provide effective feedback.</li> <li>• Clarify the expectation and value of teams collaboratively analyzing evidence of student learning.</li> <li>• Support and provide feedback to teachers, facilitators, and coaches in the practice of analyzing evidence of learning. (Ex :Data charts, student artifacts, anecdotal records etc..)</li> <li>• Analyze evidence of implementation with teacher and/or teams after formal or informal classroom observations and provide feedback.</li> <li>• Work with facilitators and coaches to determine next steps and opportunities for teacher learning and implementation based on evidence collected.</li> </ul> | <ul style="list-style-type: none"> <li>• Engage in self-assessment by tracking, reflecting on, and sharing your personal learning.</li> <li>• Gather and respond to feedback about the progress of the building leadership team in implementing formative instructional practices.</li> <li>• Empower teachers to experiment without penalty and share experiences in a non-threatening environment.</li> <li>• Encourage teachers to hold each other accountable.</li> <li>• 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.</li> <li>• Create and foster environments where teachers, facilitators and coaches feel comfortable and trust one another so that successful peer feedback can be realized.</li> </ul> |



**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.



## Effective Feedback for Coaches and Leaders – Answers will vary

**DIRECTIONS:** With a partner, complete the handout by describing parallel behaviors for leaders. Then individually reflect on the behaviors that you currently employ. Highlight the behaviors that you are committing to improving. Answer the reflection questions that follow.

| Category           | Skilled Teacher  | Skilled Coach And Leader  |
|--------------------|--|---|
| Effective Feedback | <p><b>I report student assessment results accurately and understandably.</b></p> <p>The following statements tend to describe me:</p> <ul style="list-style-type: none"> <li>• My feedback describes strengths and guides next steps in learning.</li> <li>• I base feedback on learning targets that I have made sure students understand.</li> <li>• I provide feedback frequently and during the learning.</li> <li>• My feedback encourages students to think for themselves.</li> <li>• I limit intervention feedback to the amount individual students can act on in a given time.</li> <li>• I tailor feedback to meet the diverse needs of students.</li> <li>• I avoid evaluative feedback (grades) on practice work.</li> <li>• I intentionally model and teach effective feedback practices, so students can learn to peer- and self-assess.</li> </ul> | <ul style="list-style-type: none"> <li>• I report state assessment and benchmark assessment results accurately and understandably to teachers, coaches and other stakeholders.</li> <li>• After walk-throughs, I provide feedback to teachers on their strengths and ask questions to guide them to their next steps in learning.</li> <li>• I base my feedback on FIP criteria that I have made sure teachers and coaches understand.</li> <li>• I discuss teacher misconceptions about FIP in a timely manner so that there can be course correction.</li> <li>• When providing feedback to teachers or coaches, I ask reflective questions that guide teachers to think for themselves and allow them to come to their own conclusions.</li> <li>• When providing feedback to teachers or coaches, I focus on only a few areas at a time so learners can reflect and stay focused.</li> <li>• I tailor feedback around individual teacher or team growth goals.</li> <li>• I am mindful of how I speak or convey feedback to teachers and coaches ... I remember that feedback is about the learning and not the learner.</li> <li>• I model effective feedback practices during staff meetings, PLT meetings and one on one interactions with teachers, coaches and other stakeholders or during formal and informal observations of teachers.</li> <li>• Teachers and coaches are able to identify next steps based on my feedback.</li> </ul> |



## Reflection Questions

**DIRECTIONS:** Please answer the following prompt about effective feedback. Answers will vary and be unique for each leader.

*I used to do, but now I will...*

*I used to do, but now I will...*

*But now I will...*

*What will be gained from making this commitment?*



## Make a Plan Stan

**DIRECTIONS:** Spend a few minutes responding to the milestone that has been assigned to you. Then in “speed dating” fashion, share ideas with your partner. Feel free to take notes or add to your template as ideas are shared. When instructed, move to your next partner. When time is up, complete the reflection question at the end.

**The answers may vary, but the suggestions on this key will help you keep the discussion on track.**

| Milestones And Suggested Strategies  | Tactics  | Measuring And Monitoring Success  |
|--|--|---|
| <p><b>MILESTONE 1: Promote Awareness of and Commitment to FIP Your School</b></p> <p><b>Strategy:</b></p> <ul style="list-style-type: none"> <li>Develop a communications strategy that signals to all stakeholders your commitment to the mission and ongoing evidence of your progress.</li> </ul> | <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>Share with teachers how formative instructional practices are part of a blended learning experience.</li> <li>Clearly communicate that formative instructional practices are a priority.</li> <li>Make a compelling case for change.</li> <li>Be sure staff knows the role of the FIP facilitators.</li> <li>Define implementation expectations.</li> <li>Connect FIP to existing initiatives.</li> <li>Communicate the research behind FIP.</li> <li>Identify pioneers that can help influence others.</li> </ul> | <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>Teachers, students and parents are using the language of FIP to talk about student progress.</li> </ul> |





| Milestones And Suggested Strategies   | Tactics   | Measuring And Monitoring Success  |
|---|---|---|
| <p><b>MILESTONE 2: Understand Formative Instructional Practices</b></p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• Develop a blended learning plan.</li> <li>• Engage in your own learning of formative instructional practices.</li> <li>• Support teacher learning and practice</li> </ul> | <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• Understand a balanced assessment system and ways to collect and document evidence of learning.</li> <li>• Ensure that all teachers have access to the FIP modules.</li> <li>• Establish an approach to blended learning that is challenging and realistic.</li> <li>• Dedicate sufficient time for teachers to complete modules, reflect on learning and practice.</li> <li>• Work with teams to commit to timelines of completing modules and facilitation activities.</li> <li>• Be clear about the purpose and benefits of FIP.</li> <li>• Foster a supportive environment where teachers feel comfortable to share their learning, progress, and mistakes within their teams.</li> <li>• Ask teams to set agendas that are focused on teacher practice and student learning.</li> <li>• Hold all staff accountable for learning about FIP.</li> </ul> | <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• Collect and read summary notes and/or reflections from teacher PLT meetings.</li> </ul> |
| <p><b>MILESTONE 3: Implement the Core Components of Formative Instructional Practices</b></p> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Support teachers and model the core components of formative instructional practices.</li> </ul>   | <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• Model formative instructional behaviors in staff meetings, evaluation conferences and more. ( See Section II Activity 2 <i>Walking the Talk Facilitator Answer Key</i> for more specific answers)</li> </ul> <p><b>Note:</b> If group has already participated in Section II, Activity 2, you may want to skip this section for discussion and refer leaders back to the <i>Walking the Talk</i> activity.</p>  | <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• Formative Instructional practices are visible during walk- throughs.</li> </ul>         |



| Milestones And Suggested Strategies   | Tactics  | Measuring And Monitoring Success   |
|---|--|--|
| <p><b>MILESTONE 4: Build Capacity in Your School</b></p> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Maintain focus on deepening your implementation.</li> <li>• Find strength in numbers.</li> </ul>   | <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• Ask teachers who have successfully used formative instructional practices to serve as mentors.</li> <li>• Enable leaders, facilitators, and teachers to regularly observe classroom practice and provide effective feedback.</li> <li>• Create opportunities for teams to highlight their collective successes.</li> <li>• Learn from and connect with others doing this work.</li> <li>• Look for skill using FIP when hiring new staff.</li> </ul>   | <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• The number of teachers engaged in the FIP process continually increases.</li> </ul>                            |
| <p><b>MILESTONE 5: Sustain the Use of Formative Instructional Practices</b></p> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Make sure the culture, routines, and structures of your school enable formative instructional practices to be an ongoing priority.</li> </ul> | <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• Design incentives that help teachers stay focused on formative instructional practices.</li> <li>• Always make sure that the work is doable and desirable at the personal, social and structural levels.</li> <li>• Establish expectations for your school's unwavering commitment to formative instructional practices with your external stakeholders.</li> <li>• Plan and allocate resources for ongoing professional development related to FIP.</li> <li>• Preserve dedicated time for professional learning and working on FIP.</li> <li>• Create a process to ensure new teachers have a common language and clear understanding of the expectations for using FIP.</li> <li>• Stay the course-demonstrate how formative instructional practices are related to any new initiatives that come along.</li> </ul> | <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• Dialog about FIP in PLT meetings increases and teachers share authentic examples of their practice.</li> </ul> |

**REFLECTION QUESTION:**

What are three “new learnings” that I experienced today?

What are two things that I am excited about and will share with my colleagues?

What is one question that I still have?