



# LEADING FORMATIVE INSTRUCTIONAL PRACTICES

---

**PARTICIPANT MATERIALS**



## Real-Life Scenario

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

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

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

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

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

### REFLECTION QUESTIONS:

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

LEADING FORMATIVE INSTRUCTIONAL PRACTICES MODULE  
SECTION I - ACTIVITY 1

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

	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?

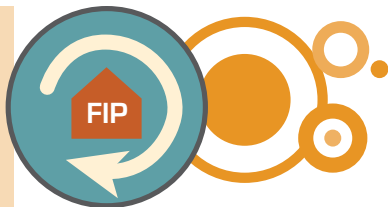


## The Right Stuff

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




<p><b>Leaders must create a plan for the rollout of change. You should create a learning environment that supports the change effort.</b></p> <p><b>THE RIGHT CONDITIONS ARE:</b></p>	<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>
<p><b>When implementing change, it is important for leaders to start with the end in mind. Leaders should prepare themselves to use formative instructional practices to track teacher progress toward the goal.</b></p> <p><b>THE RIGHT MEASURES WILL HELP YOU:</b></p>	<p><b>Communication is an essential element of supporting change.</b></p> <p><b>THE RIGHT MESSAGES WILL HELP YOU:</b></p>







### 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.

Formative Instructional Practices	What School Leaders Do	What Coaches Do	What Teachers Do	What Learners Do	What Parents Do
 Clear Learning Targets	Monitor learning throughout the year, making sure all learners are making progress.	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.
 Collecting and Documenting Evidence of Student Learning	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.	Collect evidence that is an accurate reflection of learning. This starts with making sure that the assessment methods being used are a good/strong match for the learning targets being assessed.	Track their own learning by learning target.	Discuss learning progress with their child and the teacher, and offer learning support as needed.
 Analyzing Evidence and Providing Effective Feedback	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.	Act on effective feedback given to them by others.	Assist the child in understanding and acting on feedback as needed.
 Student Ownership of Learning					Engage the child in discussions about learning.





 <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>• Help teachers set learning goals for their own professional growth plans.</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>• Work with teachers, facilitators and coaches to make sure that evidence of student learning is accurate.</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>• 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> </ul>	<ul style="list-style-type: none"> <li>• Encourage teachers to hold each other accountable.</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>



## 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
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>	

---

## 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...*

*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.

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>

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> </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 <b><i>Walking the Talk Facilitator Answer Key</i></b> for more specific answers)</li> </ul>	<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> </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?