

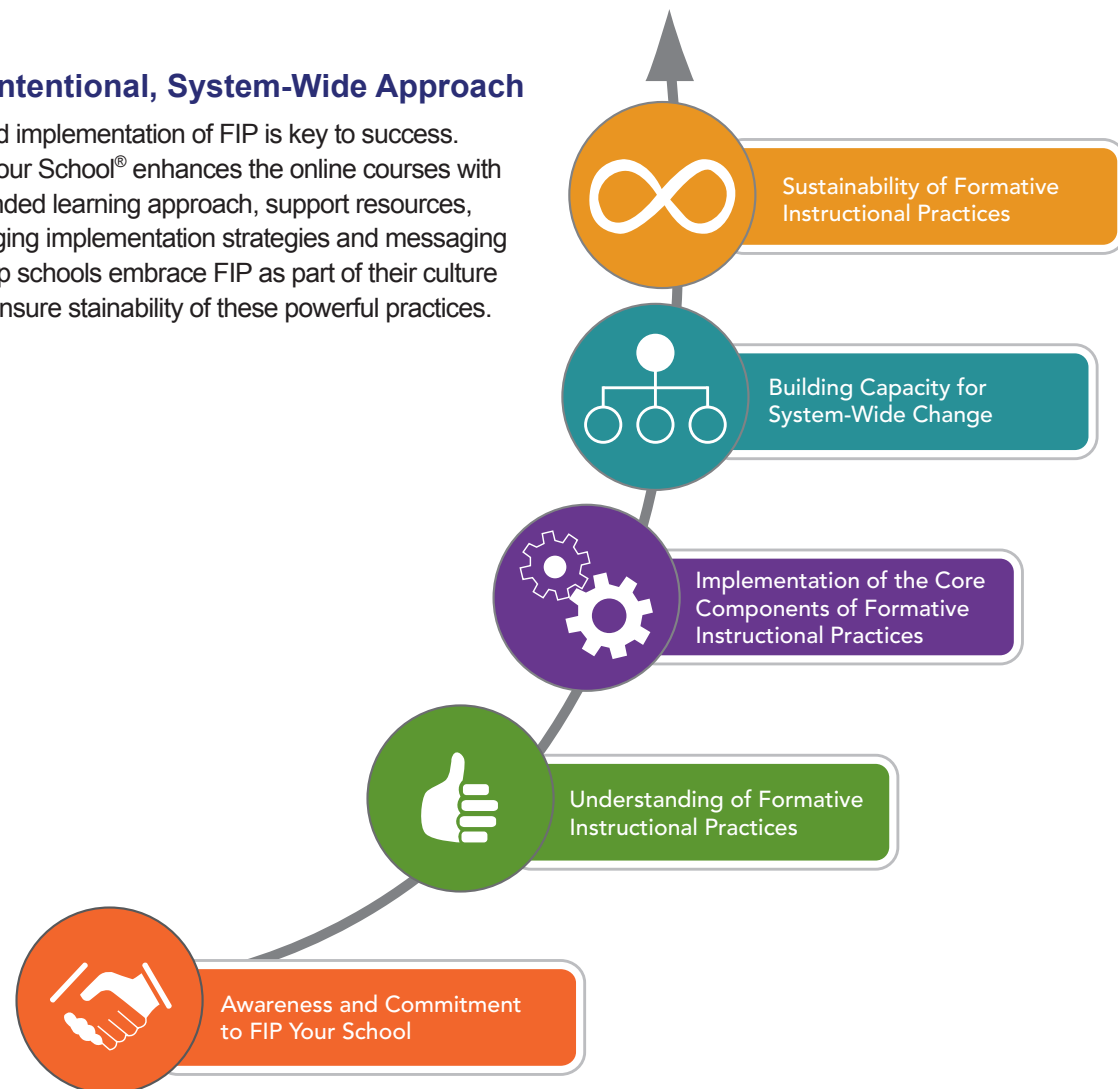


FIP Your School®

The goal of FIP Your School is to make every school a FIP school—a school where all stakeholders are learners who intentionally use formative instructional practices.

An Intentional, System-Wide Approach

Sound implementation of FIP is key to success. FIP Your School® enhances the online courses with a blended learning approach, support resources, engaging implementation strategies and messaging to help schools embrace FIP as part of their culture and ensure sustainability of these powerful practices.

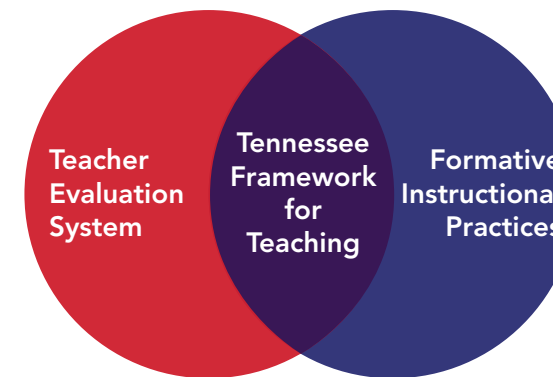


Online Course Access and Enrollment Instructions

- Visit the Tennessee Student Progress Portal at www.BattelleforKids.org/Tennessee
- Click on the “My Portal” tab, log in and click on “My Learning”
- Click “Enroll in Learning”
- Select the *Foundations of Formative Instructional Practices* learning path or the *Leading and Coaching FIP* learning path and click “Enroll”
- Click “Begin” to start a course



Advancing Educator Effectiveness



Formative instructional practices are vital to enhancing teacher effectiveness to improve student achievement and ensure that every student is college- and career-ready.

What are Formative Instructional Practices?

Formative instructional practices are the formal and informal ways that teachers and students gather and respond to evidence of learning. Extensive research shows that using formative instructional practices can increase educator effectiveness and student achievement.

NEW! Formative Instruction Online Courses

Created by Battelle for Kids in partnership with Pearson Assessment Training Institute (ATI)*, courses outline the processes that allow teachers and students to gather the critical learning information necessary to help students achieve mastery of the Common Core State Standards. Teachers can use this information to meet students where they are in their learning and better respond to their needs.

The formative instruction online courses include:

Foundations of Formative Instructional Practices

- Module 1: Introduction to Formative Instructional Practices
- Module 2: Clear Learning Targets
- Module 3: Collecting and Documenting Evidence of Student Learning
- Module 4: Analyzing Evidence and Providing Effective Feedback
- Module 5: Student Ownership of Learning: Peer Feedback, Self-Assessment and More

Leading and Coaching Formative Instructional Practices

- Module 6: Leading Formative Instructional Practices
- Module 7: Coaching Formative Instructional Practices

TEAM Educator Rubric

The Tennessee Educator Acceleration Model (TEAM) is about principals and teachers working together to ensure that students benefit from the best possible instruction every day.

Through a combination of frequent observation, constructive feedback, student data and meaningful professional development, the system is designed to support all educators so they can do their best work in the classroom and help every student learn and grow.

The TEAM Educator Rubric is divided into 19 components across three domains of teaching responsibility.

| Tennessee Framework for Teaching | | Formative Instruction Online Courses | | | | | | | |
|-------------------------------------|--|--------------------------------------|----------|----------|----------|----------|----------|----------|-------------|
| | | Module 1 | Module 2 | Module 3 | Module 4 | Module 5 | Module 6 | Module 7 | Application |
| Domain I: INSTRUCTION | | | | | | | | | |
| 1. Standards and Objectives | | ↑ | ↑ | ↑ | ↑ | ↑ | ↑ | ↑ | A |
| 2. Motivating Students | | ↑ | ↑ | ↑ | ↑ | ↑ | ↑ | ↑ | |
| 3. Presenting Instructional Content | | ↑ | ↑ | ↑ | ↑ | ↑ | ↑ | ↑ | |
| 4. Lesson Structure and Pacing | | | | | | | | | |
| 5. Activities and Materials | | | | | | | | | |
| 6. Questioning | | ↑ | | ↑ | ↑ | ↑ | | | A |
| 7. Academic Feedback | | ↑ | ↑ | ↑ | ↑ | ↑ | ↑ | ↑ | A |
| 8. Grouping Students | | | | | | | | | A |
| 9. Teacher Content Knowledge | | ↑ | ↑ | | | | | | A |
| 10. Teacher Knowledge of Students | | | ↑ | ↑ | ↑ | ↑ | | | A |
| 11. Thinking | | | | | | | | | |
| 12. Problem-Solving | | | | | | | | | |
| Domain II: PLANNING | | | | | | | | | |
| 13. Instructional Plans | | ↑ | ↑ | | | | | | |
| 14. Student Work | | | | | | | | | |
| 15. Assessment | | ↑ | ↑ | ↑ | | | | | A |
| Domain III: ENVIRONMENT | | | | | | | | | |
| 16. Expectations | | | | | ↑ | | | | |
| 17. Managing Student Behavior | | | | | | | | | |
| 18. Environment | | | | | | | | | |
| 19. Respectful Culture | | | | | | | | | |

□ = area of emphasis

Visit www.team-tn.org for more information and to access best practices tools and resources.