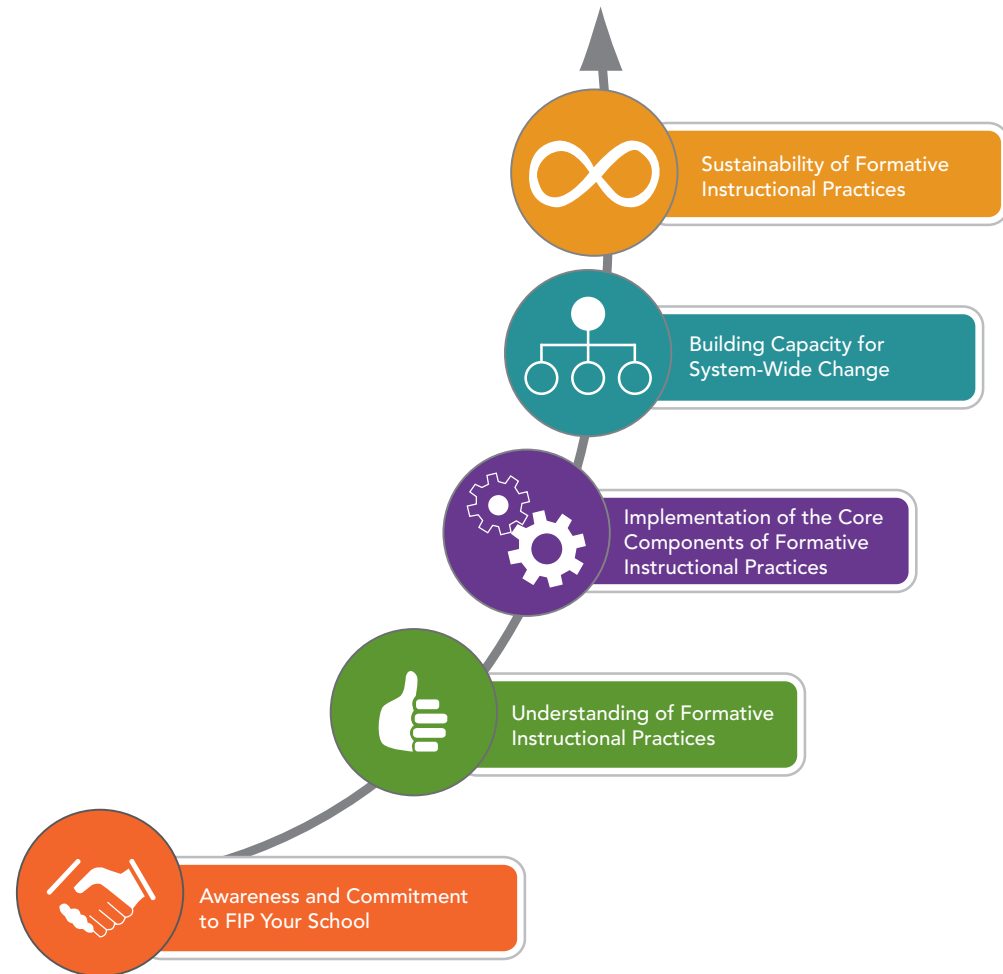


### An Intentional, System-Wide Approach

Sound implementation includes a blended learning approach—enhancing the online courses with support resources, engaging implementation strategies and messaging to help schools embrace FIP as part of their culture and ensure sustainability of these powerful practices.

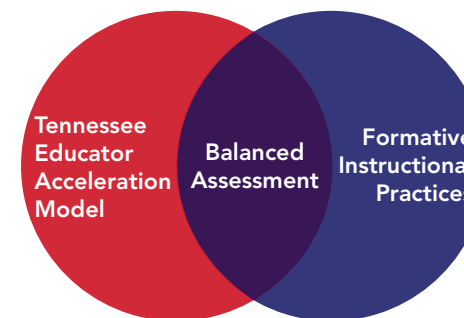


### Online Course Access and Enrollment Instructions

- Visit the Tennessee Student Progress Portal at [www.BattelleforKids.org/Tennessee](http://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

## RTI<sup>2</sup> Practice/Procedure/Intervention Crosswalk

Response to Intervention (RTI<sup>2</sup>) and formative instructional practices (FIP) are systems for designing, delivering, evaluating and improving instruction. The crosswalk on the following page highlights similarities between the two systems, and accentuates how RTI<sup>2</sup> and FIP protocols interconnect. Educators who foster either RTI<sup>2</sup> or FIP automatically reinforce the other, complementary construct. The crosswalk has been designed to emphasize—not isolate—intersections where educators can incorporate both systems into their practice and improve student achievement.



**As part of balanced assessment, 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 4: Analyzing Evidence and Providing Effective Feedback                    |
|  Module 2: Clear Learning Targets                                  |  Module 5: Student Ownership of Learning: Peer Feedback, Self-Assessment and More |
|  Module 3: Collecting and Documenting Evidence of Student Learning |  |

#### Leading and Coaching Formative Instructional Practices

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

**RTI<sup>2</sup> Practice/Procedure/Intervention**

|   |  | Formative Instruction<br>Online Courses |          |          |          |
|---|--|---|----------|----------|----------|
|   |  | Module 2                                | Module 3 | Module 4 | Module 5 |
| <b>Component 2<br/>Tier 1 Procedures<br/>(80–85% of Students)</b> | Student-focused, differentiated instruction from general education teacher; based on grade-level standards; flexible small and whole group settings  |   |          |          |          |
| 2.1 Description and Length of Core Curriculum                     | Formative assessment data a minimum of three times per year  |   |          |          |          |
| 2.2 Instructional Practices                                       | Identifies and addresses individual needs by matching methods and resources to support specific skills   |   |          |          |          |
|   | Amount of whole group instruction meets parameters for ELA and Mathematics   |   |          |          |          |
| 2.3 Ongoing Assessment  | Flexible grouping used as a basic strategy for differentiation   |   |          |          |          |
|   | Purposeful practice  |   |          |          |          |
|   | Students interact with peers, as appropriate, for their grade bands  |   |          |          |          |
|   | Provides continuous feedback on the effectiveness of instruction and indicates areas where a change in instructional strategy may be advised   |   |          |          |          |
|   | Track and compare an individual's or a group's performance   |   |          |          |          |
|   | Create data points to determine/investigate patterns and make decisions about instruction  |   |          |          |          |
|   | Teach, assess, monitor, adjust cycle   |   |          |          |          |
|   | Curriculum-based measurement (CBM) probes—systematic, ongoing monitoring of student progress   |   |          |          |          |
|   | Formative assessments, such as placement tests, teacher made tests, textbook based assignments, common assessments   |   |          |          |          |
|   | Use appropriate data collected to inform and drive each instructional decision   |   |          |          |          |
| 2.4 Data-Based Decision-Making Procedures                         | Put a plan in place for any student not making adequate progress   |   |          |          |          |
|   | Decision-making process flows from Universal Screening to Tier 1 Core Instruction to Tier 2 Targeted Intervention to Tier 3  |   |          |          |          |
| <b>Component 3<br/>Tier 2 Procedures<br/>(10–14% of Students)</b> | Tier 2 is in addition to Tier 1 and addresses the needs of struggling and advanced students  |   |          |          |          |
| 3.1 Description of Tier 2 Interventions                           | Targeted interventions are explicit and systematic. Computer-based programming is implemented only in conjunction with daily teacher contact/monitoring.   |   |          |          |          |
|   | Students receive additional time and personal attention in small group setting   |   |          |          |          |
| Page 34   | Targeted reinforcement, enrichment   |   |          |          |          |
| Page 35   | On or above grade level complex text and differentiated level of scaffolding/support   |   |          |          |          |
|   | Leverage Vertical Progression  |   |          |          |          |
|   | Address fluencies  |   |          |          |          |
|   | Diagnose areas of challenge  |   |          |          |          |
| Page 36   | Problem-solving approach   |   |          |          |          |
|   | Standard protocol intervention   |   |          |          |          |
| 3.2 Configuration   | Scientifically research-based interventions  |   |          |          |          |
|   | Team determines student tier   |   |          |          |          |
|   | Small group interventions—delivered by highly qualified, highly trained teachers—should be provided daily. When needed in more than one area, they can be split based on student need.   |   |          |          |          |
| 3.3 Progress Monitoring   | Grade level probes weekly (compile minimum of 10–15 data points) or every other week (compile minimum of 8–10 data points). Carefully track a student's growth and put him/her on a path to success: • Curriculum-based measurement • Assessment kits that gauge rate of improvement • Computer-based kits |   |          |          |          |
|   | Set goals, put plans in place for students who are or are not making progress. Use data to determine a desirable rate of progress.   |   |          |          |          |
| <b>Component 4<br/>Tier 3 Procedures<br/>(3–5% of Students)</b>   | Tier 3 is in addition to instruction provided in Tier 1. Interventions in Tier 3 are more intense. Addresses small percentage of students, and assigned based on national norms.   |   |          |          |          |
| 4.1 Description of Tier 3 Interventions                           | Targeted, systemic, researched-based to target a student's unique area of deficit. More explicit than Tier 2 and most intensive.   |   |          |          |          |
|   | Problem-solving approach—four stages including identification, analysis, intervention planning, and response to intervention evaluation.   |   |          |          |          |
| 4.2 Tier 3 Configuration  | Scientifically research-based interventions  |   |          |          |          |
|   | Progress monitor weekly (compile minimum of 10–15 data points) or every other week (compile minimum of 8–10 data points)   |   |          |          |          |
| 4.3 Progress Monitoring Procedures                                | Intervention should be provided daily. Small groups led by highly trained personnel—in most cases, certified teachers.   |   |          |          |          |
|   | Progress monitor weekly (compile minimum of 10–15 data points) or every other week (compile minimum of 8–10 data points)   |   |          |          |          |
| 4.4 Data-Based Decision-Making Procedures                         | Rate of improvement (ROI) should be gauged. To “close the gap,” ROI for an at-risk student must be greater than typical.   |   |          |          |          |
|   | School teams meet to analyze data, measure effectiveness of interventions, check student progress and make placement decisions   |   |          |          |          |