



# Advancing Educator Effectiveness in Ohio



## 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.

To accelerate professional growth, educators have access to online modules and blended learning tools designed to:

- help educators understand how to plan for and deliver standards-drive instruction;
- support the use of assessment to move learning forward; and
- encourage independent and collaborative learning.



### FOUNDATIONS OF FIP LEARNING PATH

- Five modules that build educators' knowledge and skills about Formative Instructional Practices.



### CREATING CLEAR LEARNING TARGETS MODULES

- Specific examples and templates by grade and subject guide educators in creating and using learning targets.



### LEADING AND COACHING FIP MODULES

- Two modules that support FIP implementation in classrooms across schools and districts.



### DESIGNING SOUND ASSESSMENT LEARNING PATH

- This series builds assessment literacy, helping educators accurately measure and monitor learning.



### FIP IN ACTION MODULES

- This series offers educators scenario-based examples in standards-driven classrooms.



### REACHING ALL STUDENTS MODULES

- This series highlights effective formative instructional practices that support the needs of students with disabilities, gifted students, and English language learners.

Ohio's Standards for the Teaching Profession	Formative Instructional Practices Online Learning Module				
Standard 1 [Students]: Teachers understand student learning and development and respect the diversity of the students they teach.	Foundations of FIP	Creating Clear Learning Targets	FIP in Action	Reaching Every Student	Designing Sound Assessment
1.1 Teachers display knowledge of how students learn and of the developmental characteristics of age groups.					
1.2 Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.					
1.3 Teachers expect that all students will achieve to their full potential.					
1.4 Teachers model respect for students' diverse cultures, language skills, and experiences.					
1.5 Teachers recognize characteristics of gifted students, students with disabilities, and at-risk students in order to assist in appropriate identification, instruction, and intervention.					
<b>Standard 2 [Content]: Teachers know and understand the content area for which they have instructional responsibility.</b>					
2.1 Teachers know the content they teach and use their knowledge of content-specific concepts, assumptions and skills to plan instruction.					
2.2 Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.					
2.3 Teachers understand school and district curriculum priorities and the Ohio academic content standards.					
2.4 Teachers understand the relationship of knowledge within the discipline to other content areas.					
2.5 Teachers connect content to relevant life experiences and career opportunities.					
<b>Standard 3 [Assessment]: Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.</b>					
3.1 Teachers are knowledgeable about assessment types, their purposes, and the data they generate.					
3.2 Teachers select, develop and use a variety of diagnostic, formative and summative assessments.					
3.3 Teachers analyze data to monitor student progress and learning and to plan, differentiate, and modify instruction.					
3.4 Teachers collaborate and communicate student progress with students, parents, and colleagues.					
3.5 Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.					
<b>Standard 4 [Instruction]: Teachers plan and deliver effective instruction that advances the learning of each individual student.</b>					
4.1 Teachers align their instructional goals and activities with school and district priorities and Ohio's academic content standards.					
4.2 Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.					
4.3 Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.					
4.4 Teachers apply knowledge of how students think and learn to instructional design and delivery.					
4.5 Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.					
4.6 Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.					
4.7 Teachers use resources effectively, including technology, to enhance student learning.					
<b>Standard 5 [Learning Environment]: Teachers create learning environments that promote high levels of learning and achievement for all students.</b>					
5.1 Teachers treat all students fairly and establish an environment that is respectful, supportive, and caring.					
5.2 Teachers create an environment that is physically and emotionally safe.					
5.3 Teachers motivate students to work productively and assume responsibility for their own learning.					
5.4 Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.					
5.5 Teachers maintain an environment that is conducive to learning for all students.					
<b>Standard 6 [Collaboration and Communication]: Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.</b>					
6.1 Teachers communicate clearly and effectively.					
6.2 Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development, and mental health.					
6.3 Teachers collaborate effectively with other teachers, administrators, and school and district staff.					
6.4 Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.					
<b>Standard 7 [Professional Responsibility and Growth]: Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.</b>					
7.1 Teachers understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.					
7.2 Teachers take responsibility for engaging in continuous, purposeful professional development.					
7.3 Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements, and student achievement.					



## Make FIP a Part of Your Individual Professional Development Plan

Ohio's Individual Professional Development Plan (IPDP) allows for Equivalent Other Activities (EOA) including online and blended learning opportunities like the FIP modules. You can create your own learning plan aligned to your own professional goals, to be approved by your Local Professional Development Committee.

Learn more at [FIPyourschoolOhio.org](http://FIPyourschoolOhio.org) on the Foundations of FIP page.

### Looking for Course Credit?

Course Credit for completing modules and engaging in related professional practices can be obtained from a local credentialing college. You can arrange this directly through a college or through a local adjunct instructor. Visit the "[Higher Education Access](#)" page on the FIP Your School website for guidance to help you determine contact hours and to produce graduate-level evidence of your learning.



### Looking to See FIP in Action?

The FIP Video Library is a free, online resource that takes you inside Ohio classrooms, where students and teachers are using Formative Instructional Practices. In these short videos you will view examples of the practices that are featured in the FIP online learning modules. Each video includes classroom learning targets aligned to Ohio's New Learning Standards and reflection questions to help you advance the use of formative instructional practices in your classroom, school and district.

To learn more about how you can take advantage of the guided support available through FIP Your School, visit [www.FIPYourSchoolOhio.org](http://www.FIPYourSchoolOhio.org) or email [FIPOhio@education.ohio.gov](mailto:FIPOhio@education.ohio.gov).

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