



Guided Support through FIP Your School

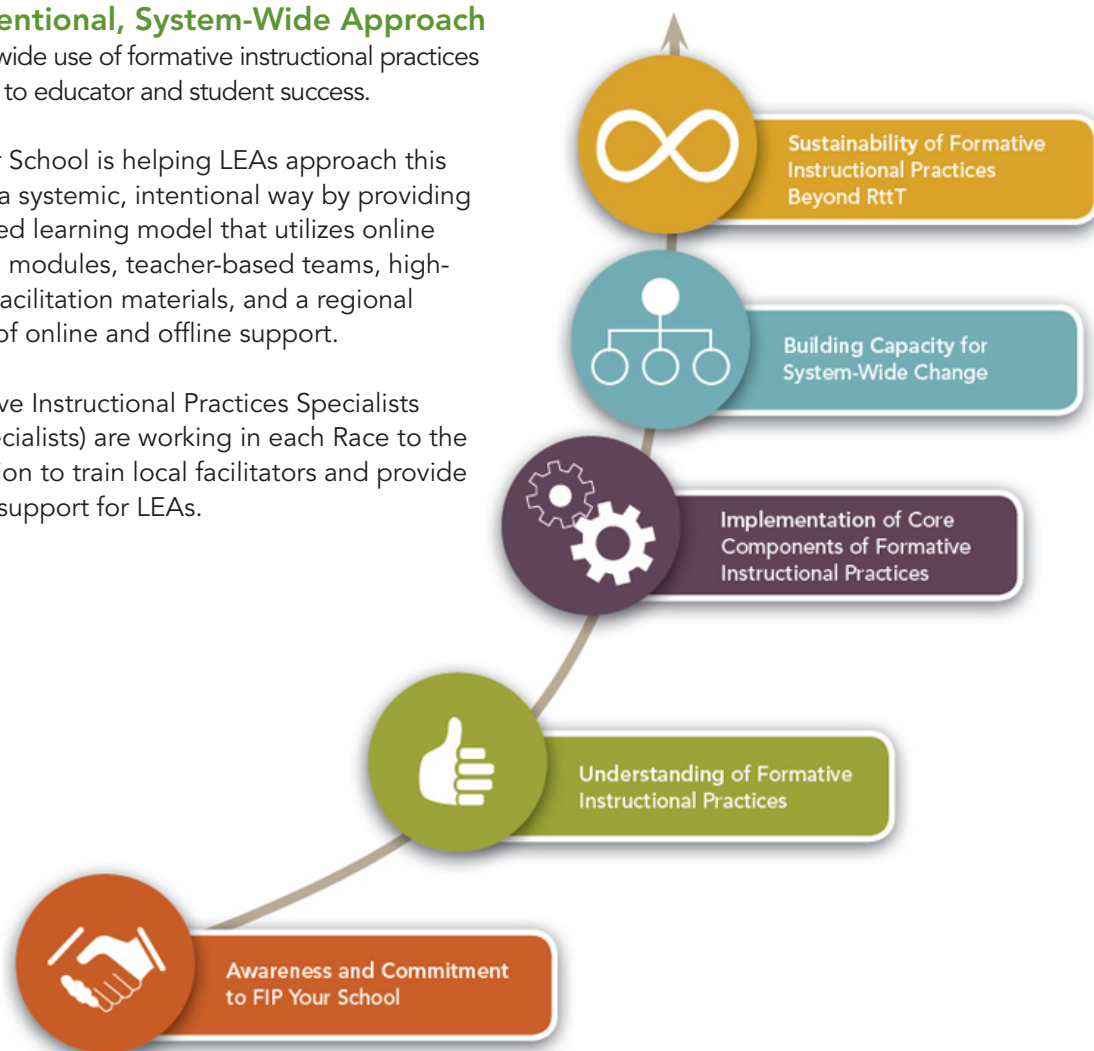
Formative instructional practices are vital to improving student achievement and ensuring that every student is college and career ready. The goal of FIP Your School is to make every school in Ohio a FIP School—a school where **all** stakeholders are learners who intentionally use formative instructional practices.

An Intentional, System-Wide Approach

System-wide use of formative instructional practices is critical to educator and student success.

FIP Your School is helping LEAs approach this work in a systemic, intentional way by providing a blended learning model that utilizes online learning modules, teacher-based teams, high-quality facilitation materials, and a regional system of online and offline support.

Formative Instructional Practices Specialists (FIP Specialists) are working in each Race to the Top region to train local facilitators and provide guided support for LEAs.



To learn more about how you can take advantage of the guided support available through FIP Your School, visit www.FIPYourSchoolOhio.org to contact your FIP Specialist or email FIPOhio@education.ohio.gov.

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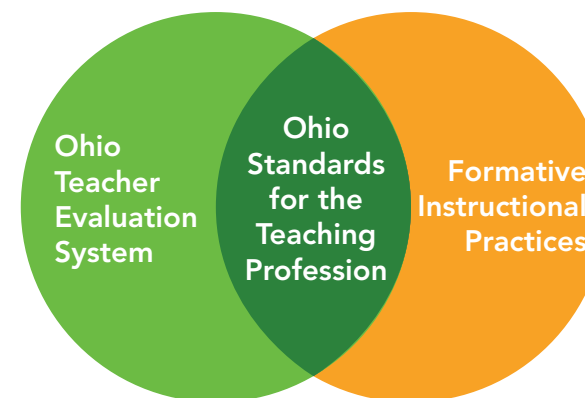


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Developed in partnership with the Ohio Department of Education.



Advancing Educator Effectiveness in Ohio



The Ohio Standards for the Teaching Profession include the effective use of formative instructional practices.

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.

FIP Your School™ Ohio Resources

Through Race to the Top, all Ohio educators have access to free, interactive online learning modules about formative instructional practices.

These online learning modules are designed to:

- Encourage independent and collaborative learning;
- Help educators understand how to plan for and deliver instruction and assessment of new standards; and
- Accelerate professional growth consistent with the OTES.

The formative instructional practices online learning modules include:

Foundations of Formative Instructional Practices*

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| 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 | |

* Note: The Foundations of Formative Instructional Practices modules are designed to be taken as a set, in sequential order.

Leading and Coaching Formative Instructional Practices

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| Module 6: Leading Formative Instructional Practices | Module 7: Coaching Formative Instructional Practices |
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Applications of Formative Instructional Practices

- These modules (to be released in phases throughout 2012–2014) will highlight classroom scenarios showing the practical application of formative instructional practices in various grade levels and subject areas.

Using Formative Instructional Practices to Advance Educator Effectiveness

Ohio's Standards for the Teaching Profession	Formative Instructional Practices Online Learning Modules						
	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Module 7
Standard 1 [Students]: Teachers understand student learning and development and respect the diversity of the students they teach.							Application
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.							
Standard 2 [Content]: Teachers know and understand the content area for which they have instructional responsibility.							
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.							
Standard 3 [Assessment]: Teachers understand and use varied assessments to inform instruction, evaluate, and ensure student learning.							
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.							
Standard 4 [Instruction]: Teachers plan and deliver effective instruction that advances the learning of each individual student.							
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.							
Standard 5 [Learning Environment]: Teachers create learning environments that promote high levels of learning and achievement for all students.							
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.							
Standard 6 [Collaboration and Communication]: Teachers collaborate and communicate with students, parents, other educators, administrators, and the community to support student learning.							
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.							
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.							
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.							