JEFFERSON AREA LOCAL SCHOOLS

Jefferson Area Local Schools
Formative Instructional Practices

Race to the Top / Title I / Ohio Improvement Process

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Formative Instructional Practices Support the Five Step Process and are the Basis for Monitoring our Instructional Program

Formative instructional practices (FIP) are the formal and informal ways that teachers and students gather and respond to evidence of learning. It helps to think about learning as a journey, and formative instructional practices can guide teachers and students along the way, just like a GPS. These practices include four core components:

- ✓ Creating and using clear learning targets
- ✓ Collecting and documenting evidence of student learning
- ✓ Analyzing evidence and providing effective feedback
- ✓ Preparing students to take ownership of their learning

The education system in Ohio is going through a period of significant change in order to ensure that all students are successful following high school graduation in a global economy. These changes include new standards and assessments, new accountability systems, and new teacher and principal evaluations.

Formative instructional practices are the heart of effective teaching and learning; these practices are critical to the success of teachers and students in Ohio. By learning about and using formative instructional practices, teachers will discover ways to effectively plan for instruction and assessment of new standards, as well as learn skills necessary to create student learning objectives (SLOs) that gauge student growth and may be a component of their professional evaluation.

LEARNING TARGETS ARE CLEAR

Clear learning targets drive the teaching and learning process. Everyone is focused on what students need to learn. Students can answer the question, "Where am I going?"

A formative learning system ensures that all stakeholders can use clear learning targets:

- Leaders model the use of learning targets by setting adult learning targets for teachers and coaches.
- Coaches ensure that teachers understand the learning targets for formative instructional practices.
- Teachers ensure their own understanding of the intended learning by deconstructing the new standards and creating student-friendly learning targets with colleagues.
- Students (and adult learners) can articulate what the learning target is and what they need to do to meet or master it.

EVIDENCE OF LEARNING IS COLLECTED AND DOCUMENTED

Teachers and students work together to collect and document evidence of learning. Teachers use evidence to guide student learning. Students use evidence to answer the question, "Where am I now?"

A formative learning system ensures that all stakeholders collect evidence of learning:

- Leaders monitor adult and student learning throughout the year, making sure that all learners are making progress.
- TBT's work together to collect and document evidence of their own learning, and that of their students.
- Teachers 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 type of learning targets being assessed.
- Students (and adult learners) track their own learning by target.

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STUDENTS TAKE OWNERSHIP OF THEIR LEARNING

Students are able to accurately self-assess, give each other effective feedback, and set learning goals. They track, reflect on, and share their learning with others. Students can answer the question, **"What do I need to do to be successful?"**

A formative learning system ensures that all stakeholders help students (and adult learners) take ownership of their learning.

- Leaders support teacher self-assessment, peer feedback, and self-reflection by fostering an environment where the teachers own their learning and trust one another.
- Principals and TBT's encourage each other and facilitate teacher self-assessment, peer feedback, and self-reflection around teacher practice.
- Teachers prepare students to analyze their own work and the work of their peers—this includes the use of rubrics and examples of strong and weak work.
- Students (and adult learners) track, reflect on, and share their learning with others.

FEEDBACK IS EFFECTIVE

Effective feedback moves learning forward and fosters students' independent thinking by guiding them in the right direction. Students can answer the question, "Am I on the right path?"

A formative learning system ensures that all stakeholders use effective feedback to move learning forward:

- The DLT, Principals and Superintendent provide staff with effective feedback about the formative instructional practices they are working to implement.
- Principals and TBTs engage teachers to explore effective feedback about their use of formative instructional practices.
- Teachers provide students with effective feedback—success and/or intervention feedback.
- Students (and adult learners) act upon the effective feedback given to them by others.

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