FIT Teaching in Action: Learning to Use the Framework for Intentional and Targeted Teaching

The *FIT Teaching in Action* PD Online course shows teachers and administrators how to use the five components of the Framework for Intentional and Targeted Teaching® (FIT Teaching®) developed by Doug Fisher and Nancy Frey:

1. Planning with Purpose
2. Cultivating a Learning Climate
3. Instructing with Intention
4. Assessing with a System
5. Impacting Student Learning

Those taking this course will understand, through readings, job-embedded applications, and classroom video, why and how purposeful planning and cultivating a positive learning climate lay the groundwork for the instructional moves teachers can use to give clarity, guidance, and structure that increase learning opportunities and engagement for their students.

Course Objectives

By the end of this course, you will be able to

Module 1

- Understand the philosophy and evolution behind FIT Teaching.
- Use your local evaluation model to analyze current practices in the areas of planning, culture, instruction, and assessment and compare those to the FIT Teaching model.

Module 2

- Understand that Planning with Purpose requires unpacking standards and establishing transfer goals to develop daily lesson content and language purposes.
- Construct and revise a lesson content and language purpose using the FIT Teaching approach.

Module 3

- Understand the teacher's role in cultivating a culture of learning and achievement at the classroom and school levels.
- Determine areas for potential growth in the three factors of Cultivating a Learning Climate to develop specific classroom environment goals.

Module 4

- Explain how Instructing with Intention uses the Gradual Release of Responsibility framework to help students learn effectively.
- Create, teach, and observe lessons that include focused instruction, guided instruction, and collaborative learning opportunities for students.

Module 5

- Understand how the three ingredients of Assessing with a System work together to provide continuous formative assessment to inform teaching and learning.
- Analyze and select "checks for understanding" to use during a lesson and evaluate the results of needs-based feedback.

Module 6

- Understand the need for ongoing assessment of teachers' impact on student learning.
- Analyze and evaluate how to collect evidence of both short- and long-term learning.

Course Syllabus

Module 1	**What Is FIT Teaching?** • Module Welcome • Video 1: What Is a FIT Teacher? • Video 2: Evolution of the FIT TeachingTool • Reading 1: Introduction to FIT Teaching • Reading 2: The FIT Teaching Tool and Rubrics • Knowledge Check • Application: Making FIT Teaching Work forYou • Post-Module Reflection
Module 2	**Planning with Purpose** • Module Welcome • Reading 1: Learning Intentions and Progressions (1.1) • Video 1: Learning Intentions and Progressions—Math • Reading 2: Unpacking Standards: Content and Language Purposes • Video 2: Learning Intentions and Progressions—History • Reading 3: Evidence of Learning (1.2) • Video 3: Evidence of Learning • Reading 4: Meaningful Learning (1.3) • Video 4: Meaningful Learning • Knowledge Check • Application: Designing Purpose Statements • Post-Module Reflection

Module 3	**Cultivating a Learning Climate** • Module Welcome • Reading 1: Student Success Starts with a FIT Culture • Video 1: Cultivating a Learning Climate • Reading 2: Welcoming (2.1) • Video 2: Welcoming • Video 3: Building Community • Reading 3: Growth Producing (2.2) • Video 4: Building Agency and Identity • Video 5: Encouraging Academic Risk Taking • Video 6: Repairing Harm: Restorative Practices • Reading 4: Efficient (2.3) • Video 7: Efficiency in theClassroom • Knowledge Check • Application: Drafting Goals to Cultivate a Learning Climate • Post-Module Reflection
Module 4	**Instructing with Intention** • Module Welcome • Reading 1: Gradual Release of Responsibility • Video 1: Gradual Release of Responsibility in Action • Reading 2: Focused Instruction (3.1) • Video 2: Clear Learning Intentions • Reading 3: Guided Instruction (3.2) • Video 3: Guided Instruction—Language Arts • Video 4: Guided Instruction—Math • Reading 4: Collaborative Learning (3.3) • Video 5: Collaborative Learning • Video 6: Gradual Release of Responsibility in Action • Knowledge Check • Application: Using the Gradual Release of Responsibility Process • Post-Module Reflection

Module 5	**Assessing with a System** • Module Welcome • Video 1: Assessing with a System • Reading 1: Assessing with a System • Reading 2: Assessment to Support Learners (4.1) • Video 2: Assessment to Support Learners • Reading 3: Assessment to Monitor Learning (4.2) • Video 3: Assessment to Monitor Learning—History • Reading 4: Various Modes of Checking for Understanding • Video 4: Assessment to Monitor Learning—English & Math • Reading 5: Assessment to Inform Learning (4.3) • Video 5: Assessment to Inform Learning and Teaching • Knowledge Check • Application: Using Checks for Understanding • Post-Module Reflection
Module 6	**Impacting Student Learning** • Module Welcome • Reading 1: Short-Term Evidence of Learning (5.1) • Reading 2: Long-Term Evidence of Learning (5.2) • Video 1: Determining Evidence of Learning • Reading 3: Transfer Goals for Deeper Learning • Video 2: Transfer Goals for Deeper Learning • Knowledge Check • Application: Considering Transfer Goals • Post-Module Reflection

Resources

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