

FIT Teaching in Action for Instructional Leaders

This PD Online course *FIT Teaching in Action for Instructional Leaders* helps instructional leaders—whether administrators, mentors, or teacher leaders—support teachers’ professional growth and practice using the Framework for Intentional and Targeted (FIT) Teaching® based on the works of Doug Fisher and Nancy Frey.

Instructional leaders will learn how to use the FIT Teaching Growth and Leadership Tool’s five key components to support high-quality teaching:

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

After taking this course, educators will understand why and how purposeful planning and cultivating a positive learning climate provides clarity, guidance, and structures that increase learning opportunities for their students. Instructional leaders will learn how to guide and encourage their teachers’ practice and professional growth through collegial dialogue and observations.

This course requires that you partner with a colleague to review his or her classroom practice and discuss how to implement elements of the FIT Teaching model. The application activities will outline the suggested scope of discussions and classroom observations.

Course Objectives

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

Module 1

- Recognize and understand the impact of instructional leadership on teacher and student learning.
- Identify opportunities to support the professional growth of teachers through the Framework for Intentional and Targeted® Teaching, or FIT® Teaching.
- Compare and contrast your school's current appraisal form to FIT Teaching.

Module 2

- Use the FIT Planning with Purpose component to guide and contribute to teacher growth through collegial dialogue.
- Conduct a pre-observation discussion that addresses lesson-specific learning intentions, content and language purpose statements, meaningful learning, and evidence of learning.

Module 3

- Understand how instructional leaders can help teachers use the three factors of Cultivating a Learning Climate in their classrooms.
- Conduct a pre-observation discussion with a teacher to choose areas for potential professional growth from the three factors of Cultivating a Learning Climate.

Module 4

- Observe a lesson to analyze how the teacher employs factors within FIT Teaching's Instructing with Intention component.
- Collaborate with a teacher to provide lesson feedback that addresses Instructing with Intention factors including focused instruction, guided instruction, and collaborative learning.

Module 5

- Understand how to use the three factors of Assessing with a System to support teacher growth.
- Guide a teacher in evaluating the results of needs-based feedback during the lesson.

Module 6

- Understand the importance of measuring a teacher's impact on student learning by examining evidence.
- Analyze and evaluate the current collection of evidence for short-term and long-term learning to achieve transfer goals.

Course Syllabus

<p>Module 1</p>	<p>What Is FIT Teaching?</p> <ul style="list-style-type: none"> • Module Welcome • Reading 1: <i>EL</i>—High Impact Leadership • Video: Evolution of the FIT Teaching Tool • Reading 2: Understanding FIT Teaching • Reading 3: The FIT Teaching Growth and Leadership Tool with Rubrics • Knowledge Check • Application: Comparing the FIT Teaching Tool to Current Teacher Appraisals • Post-Module Reflection
<p>Module 2</p>	<p>Planning with Purpose</p> <ul style="list-style-type: none"> • Module Welcome • Reading 1: Learning Intentions and Progressions (1.1) • Supplemental Reading: <i>EL</i>—Put Understanding First • Video 1: Learning Intentions and Progressions—History • Video 2: Learning Intentions and Progressions—Math • Reading 2: Unpacking Standards: Content and Language Purposes • Reading 3: Evidence of Learning (1.2) • Reading 4: Meaningful Learning (1.3) • Video 4: Meaningful Learning Check for Understanding Items • Knowledge Check • Application: Conducting a Planning Process Discussion • Post-Module Reflection

<p>Module 3</p>	<p>Cultivating a Learning Climate</p> <ul style="list-style-type: none"> • 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 a 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 the Classroom • Knowledge Check • Application: Drafting Lesson-Based Goals to Cultivate a Learning • Post-Module Reflection
<p>Module 4</p>	<p>Instructing with Intention</p> <ul style="list-style-type: none"> • Module Welcome • Reading 1: <i>EL</i>—How to Give Professional Feedback • Reading 2: Focused Instruction (3.1) • Video 1: Gradual Release of Responsibility in Action • Video 2: Clear Learning Intentions • Reading 3: Guided Instruction (3.3) • Video 3: Guided Instruction—Language Arts • Video 4: Guided Instruction—Math • Reading 4: Collaborative Learning (3.3) • Video 5: Collaborative Learning • Knowledge Check • Application: Observing a Lesson, Analyzing Instruction • Post-Module Reflection

<p>Module 5</p>	<p>Assessing with a System</p> <ul style="list-style-type: none"> • 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 • Video 4: Assessment to Monitor Learning—English and Math • Reading 4: Assessment to Inform Learning (4.3) • Video 5: Assessment to Inform Learning and Teaching • Knowledge Check • Application: Observing a Lesson, Analyzing Formative Assessment • Post-Module Reflection
<p>Module 6</p>	<p>Impacting Student Learning</p> <ul style="list-style-type: none"> • 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: Determining Impact on Student Learning • Post-Module Reflection

Resources

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