Fisher and Frey’s FIT Teaching™

The Framework for Intentional and Targeted (FIT) Teaching™

Dr. Douglas Fisher
Dr. Nancy Frey
What is FIT Teaching™?
*The Framework for Intentional and Targeted Teaching™*

- Based on four ASCD books by Fisher & Frey:
What is FIT Teaching™?
*The Framework for Intentional and Targeted Teaching™*

- Integrated toolkit of instructional practices that improves **teacher effectiveness** and positively impacts **student achievement**:
  - A *Culture of Achievement*
  - *Establishing Academic Purpose*
  - *Gradual Release of Responsibility*
  - *Formative Assessment*
Meet the FIT Teaching Cadre Members

Arrange for Guided Professional Development from the FIT Teaching Cadre

Developed and recommended by Doug Fisher and Nancy Frey, the FIT Teaching™ cadre can customize and differentiate professional development solutions for your school or district to build local capacity.

The FIT Teaching cadre members are experts who know Fisher and Frey’s work and can deliver it for short-term or long-term professional learning solutions that can improve teaching, learning, and leadership.

Contact the Program Team for a free consultation.
What is FIT Teaching™?

The Framework for Intentional and Targeted Teaching™

- Four essential elements of *high quality teaching and learning (HQL)*
  
  I. Culture of Achievement
  
  - Fisher and Frey’s Five Pillars of Creating a Culture of Achievement
    
    1. **Welcome**: Do stakeholders feel welcome?
    2. **Do No Harm**: Students behave based on ethical standards rather than set of rules
    3. **Choice Words**: Messaging to students builds positive identities
    4. **It’s Never Too Late to Learn**: Errors and mistakes are the natural part of the learning process
    5. **Best School in the Universe**: Routine systemic reflection on adherence to the pillars
Organizational Structures: Pillars define quality

Welcome
Do No Harm
Choice Words
It’s Never Too Late to Learn
Best School in the Universe
Welcome
Service Cycles for the Welcome Pillar

Front Office
Inclusive Education
New Students
First Four Days
Hallway TLC
How can I help you?
I have the time.
Do No Harm
Service Cycles for Do No Harm

- Helping curriculum
- Restorative Practice
- Protocols for follow up
Choice Words
Principles of the Choice Words Pillar

1. The language we use can positively or negatively affect the learning of students. It’s up to us to choose our words wisely.
2. We foster a growth mindset daily to unlock human potential.
3. We are builders of identity and agency.
4. We are eliminating sarcasm as a means of providing feedback or trying to be funny.
5. We provide extensive opportunities for students each day to experience the power of their words to shape their learning and the learning of others.
6. We listen.
Service Cycles for Choice Words

• De-escalating behavior
• Active listening
• Giving compliments
• “Do the next right thing”
Service Cycle Up Close: Do the Next Right Thing

1. Listen to the description of the problem or task.
2. Ask clarifying questions to assist the person in differentiating between the central problem or task and issues that are distracting them from beginning.
3. Restate the problem or task as you understand it.
4. Ask them to what the next right thing to do would be.
5. Write down their ideas for them.
6. If they are stuck, offer some ideas for how to begin.
It’s Never Too Late to Learn
Service Cycles for
Never Too Late to Learn

High quality instruction
Academic recovery
Grading and homework policies
Grit letters
Recognition letters
Best School in the Universe
Service Cycles for Best School in the Universe

- Service recovery
- Rounding
- Celebrations
- Data room
- Morning meeting
What is FIT Teaching™?
*The Framework for Intentional and Targeted Teaching™*

- Four essential elements of *high quality teaching and learning (HQTl)*

II. Establishing the Purpose of Learning
- Critical importance of *intentionally* designing instruction that:
  - Provides for students a clear and understandable vision of learning TODAY and relevance to future success
  - Clearly communicates to students what they will learn, know, and understand after instruction TODAY
  - Communicates to students the specific content and skills (oral/written/social) that will be learned TODAY
  - Provides for students the relevance of new learning to other learning
Establishing Purpose

Why?
- Focuses attention
- Alerts learner to key ideas
- Prevents side trips and maximizes learning time
- Can be used in formative assessment

Types
- *Content goal* (based on the standards)
- *Language goal* (vocabulary, language structure, and language function)
- *Social goal* (classroom needs or school priorities)
Purpose = TODAY!
<table>
<thead>
<tr>
<th>INDICATORS</th>
<th>Phase 4-Exemplary</th>
<th>Phase 3-Proficient</th>
<th>Phase 2-Approaching</th>
<th>Phase 1-Minimal</th>
</tr>
</thead>
<tbody>
<tr>
<td>The established purpose focuses on student learning, rather than an activity, assignment, or task.</td>
<td>The established purpose requires students to use critical and creative thinking to acquire information, resolve a problem, apply a skill, or evaluate a process. The lesson’s work is clearly linked to a theme, problem, project, or question the class is investigating.</td>
<td>The established purpose is linked to a theme, problem, project or question, but the lesson’s work is primarily on an isolated activity, assignment, task, rather than an enduring understanding.</td>
<td>The established purpose mostly contains statements about activities, assignments, or tasks, with minimal linkage to a theme, problem, project, or question. The work is primarily reproductive in nature.</td>
<td>The established purpose fails to link the lesson’s classroom work to any theme, problem, project, or question. Instead, an agenda of isolated activities, assignments, or tasks is listed.</td>
</tr>
<tr>
<td>The established purpose contains both content and language components.</td>
<td>The established purpose contains statements about grade- or course-appropriate content as well language demands which can be learned and accomplished today.</td>
<td>The established purpose contains content and language demand components that are grade- or course-appropriate, but are too broad and require several lessons to learn.</td>
<td>The established purpose omits either the content or language component. It is grade- or content-appropriate, but is too broad and requires several lessons to accomplish.</td>
<td>The statement is not grade- or course-appropriate. The statement is vague and does not provide students with a clear sense of what is expected and what is to be accomplished.</td>
</tr>
<tr>
<td>Students understand the relevance of the established purpose.</td>
<td>Randomly selected students can explain the stated purposes of the lesson and how they are linked to a theme, problem, project, or question. The student recognizes the relevance of the purpose beyond the classroom or for learning’s sake as well as how information can be found, used, created, or shared.</td>
<td>Randomly selected students can restate the purpose and report how the purpose is related to a theme, problem, project, or question. The student may recognize some relevance to their own life or technology.</td>
<td>Randomly selected students can restate the relevant purpose established by the teacher, but do not see connections to or need for the relevance of the purpose beyond the classroom.</td>
<td>The teacher only articulates relevance or firmness through the lesson. They do not link their learning to usefulness beyond the classroom.</td>
</tr>
<tr>
<td>Students can explain the established purpose in their own words.</td>
<td>Randomly selected students can explain or demonstrate what they are learning in their own words and what is expected of them for the lesson.</td>
<td>Randomly selected students can restate portions of the purpose of the lesson. The teacher’s partial explanations reflect the teacher’s wording more than their own.</td>
<td>Randomly selected students can restate portions of the purpose of the lesson. These partial explanations reflect the teacher’s wording more than their own.</td>
<td>Randomly selected students are unable to correctly state the purpose of the lesson.</td>
</tr>
<tr>
<td>The teacher designs meaningful experiences around the outcomes of the purpose</td>
<td>The established purpose requires interactive, student meaning making with the teacher, content materials, and each other. Students receive feedback about the task, the processing of the task, self-regulation, and about the self as person.</td>
<td>The established purpose requires interaction with the teacher, content materials, and each other, but the teacher, rather than the students mostly develops the meaning. The feedback students receive focuses mainly on the task with some information about the process used.</td>
<td>The established purpose requires some interaction, but is mostly confined to reproduction and recall of content. Students may not see the task as meaningful and receive feedback that is not specific and only focused on the task.</td>
<td>The established purpose focuses on a one-way transmission model of instruction, with little or no interaction with teacher, content, or each. Students receive little timely and specific feedback other than whether or not they completed the task correctly.</td>
</tr>
<tr>
<td>The teacher has a plan for determining when the established purpose has been met.</td>
<td>The teacher can explain a system to check for understanding during and after the lesson and how this information is used to inform instructional decisions within the current lesson and the lessons that follow. The format of the lesson is designed to allow the teacher to respond to students’ misconceptions or partial understandings.</td>
<td>The teacher can explain how he or she checks for understanding during and after the lesson. The results of the lesson’s work are used to make instructional decisions about the next lesson.</td>
<td>The teacher checks for understanding at the end of the lesson only. He or she can explain how these results are used to make instructional decisions about the next lesson.</td>
<td>The tasks are graded, but do not drive instruction. Instead, the emphasis is on task completion, rather than on gauging student learning to design the next lesson.</td>
</tr>
</tbody>
</table>
The established purpose focuses on student learning, rather than an activity, assignment, or task.
Students can explain the established purpose in their own words.
What is a content purpose?

An analysis of the content standard

Focuses on what can be accomplished toward the grade-level standard TODAY (in other words, it’s not the standard)

Is a learning goal, not an activity (can be written as a goal or objective)
What is a language purpose?

- An analysis of the language demands of the task
- An understanding of the way students demonstrate their thinking through spoken or written language
Three Types of Language Purposes

- **Vocabulary**: (specialized, technical)
- **Structure**: (the way the vocabulary is used in sentences to express ideas)
- **Function**: (the intended use of those ideas)

*These language purposes build upon one another over a series of lessons.*
Vocabulary

- **Specialized**
  - Words whose meaning changes depending on the context (problem, simplify, value)
  - Multiple meaning words (run, place)
    
    *These can be “brick” or “mortar” words*

- **Technical**
  - Words that represent one concept only (denominator, photosynthesis)
    
    *These are the “bricks” of language*
What is FIT Teaching™?
The Framework for Intentional and Targeted Teaching™

- Four essential elements of high quality teaching and learning (HQLT)

III. Gradual Release of Responsibility

- Intentionally designing and delivering guided and scaffolded lessons that release cognitive responsibility:
  - **Focused Instruction**: “I do it” Teacher-directed instruction, demonstrations, and modeling “think alouds” to facilitate new learning
  - **Guided Instruction**: “We do it” The teacher uses questions, prompts, and cues to guide students to deeper learning
  - **Collaborative Learning**: “You do it together” Students work with peers to consolidate understanding; create and produce together
  - **Independent Learning**: “You do it alone” Each student works independently to apply what he/she has learned
Gradual Release of Responsibility

**TEACHER RESPONSIBILITY**

- Focus Lesson
- Guided Instruction

**STUDENT RESPONSIBILITY**

- Independent

**Collaborative**

- “I do it”
- “We do it”
- “You do it together”
- “You do it alone”
In some classrooms …

TEACHER RESPONSIBILITY

Focus Lesson

“"I do it”'

STUDENT RESPONSIBILITY

Independent

“"You do it alone””

(c) Frey & Fisher, 2008
In some classrooms ...

**TEACHER RESPONSIBILITY**

**STUDENT RESPONSIBILITY**

"You do it alone"
And in some classrooms ...

**TEACHER RESPONSIBILITY**

Focus Lesson

Guided Instruction

**STUDENT RESPONSIBILITY**

Independent

“I do it”

“We do it”

“You do it alone”
Focused Instruction

- Identify
- Explain
- Think aloud
- Monitor

Take care not to re-assume responsibility too quickly
Prompts can be cognitive or metacognitive.
Background knowledge prompts

invite students to use what they know to resolve problems
Process or Procedure Prompts

To perform a specific task
Cues

Shift attention to sources of information

More direct and specific than prompts
When prompting and cueing fail, it’s time for direct explanation.
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### IV. Formative Assessment

**Step 1: Feed up:** *Where am I going?*
Students understand the purpose of task or lesson and how they will be assessed.

**Step 2: Checking for understanding:** *Where am I now?*
Students are continuously monitored using a variety of specific assessment techniques to guide and adjust instruction.

**Step 3: Feedback:** *How am I doing?*
Students receive valuable and constructive information about successes and needs.

**Step 4: Feed forward:** *Where am I going next?* The intentional and targeted use of questions, prompts, and cues to determine what to teach next.
IV. Formative Assessment Cycle

1) Feed Up: Where am I going? (Purpose)

- Teacher engages the student as an active participant in his/her learning
- Teacher communicates the academic purpose—both content and language skills—in the learning
- Teacher communicates why the learning is relevant to future success in college and career
- Teacher helps each student establish both commitment and challenge goals
- Teacher aligns purpose with goals = intrinsic motivation
Establishing Purpose: Where am I going? Why?
FIT Teaching™ and Teacher Effectiveness

IV. Formative Assessment Cycle

2) Checking for Understanding:
   – “Where am I now?”
     - Teacher continuously monitors students’ understanding
     - Teacher provides students with tools and skills to self-assess
     - Teacher intentionally incorporates a variety of CFU in lessons plans
       – Oral Language:
       – Writing:
       – Projects and Performances:
       – Tests:
Checking for Understanding is…

- Formative
- Systematic
- Planned

*It is not…*

- Left until the end of the unit
Checking for Understanding involves…

- Oral language
- Questioning
- Written language
- Projects and performance
- Tests
- Common assessments and consensus scoring

Checking for Understanding through Oral Language

- Involves speaking and listening
- Classrooms are often overwhelmed by teacher talk
- In high-achieving classrooms, teachers spoke 55% of the time, compared to low-achieving classrooms, where teachers spoke 80% of the time (Flanders, 1970)
IV. Formative Assessment Cycle

3) Feedback:
   - “How am I doing?”
     ▪ Teacher provides feedback about work/performance/achievement
     ▪ Teacher uses various levels of feedback:
       – Feedback about the task:
       – Feedback about processing the task:
       – Feedback about self-regulation:
       – Feedback about self or person:
     ▪ Teacher knows the criteria for high quality feedback
       – Timely – Specific – Understandable - Actionable
       – Academic – social – behavioral feedback
     ▪ Teacher uses a variety of feedback formats
       – Oral – Written - Peer
Feedback
How am I doing?
“Feedback reassigns responsibility back to the learner.”

Making feedback useful

Timely
Specific
Understandable
Actionable
Feedback about the task

Most common type

Corrective feedback

Not useful without additional information

“You’re pointing to the right one.”

“You’ll want a transition between these two ideas in your paper.”

“Reread Section 3 of the text because you have this one wrong.”
Feedback about the processing of the task

Did you use the FOIL method to solve that problem?

It seems like a prediction might help here, right?
Feedback about self-regulation

When you put your head down, you stopped listening to your group members.

I think you achieved what you set out to achieve, right?
FIT Teaching™ and Teacher Effectiveness

IV. Formative Assessment Cycle

4) Feed-forward
   - “Where am I going next?”

- Teacher plans future *targeted* instruction with data from:
  - Assessing and analyzing student misconceptions
  - Identifying errors and conducting an error analysis
  - The results of local common assessments
  - Responses to robust questions to check for understanding
  - Responses to robust prompts for cognition and metacognition
  - Responses to robust cues to shift attention
Feed forward
Where to next?
Feeding forward involves...

Misconception analysis
Error analysis
Error coding
My takeaway from the sessions is.....

Teachers and principals could benefit from PD around formative assessment practices.

Can GRR expand student-centered learning in our classrooms?

More focus on planning and preparation is a place to start.

I can see that my “ensemble” could grow with further professional development in....
LUNCH!

ND Promising Practices Instructional Leadership
1:30 p.m.