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### Robin Fogarty & Associates

## Professional Development

# Staff Room To Classroom Level II: Coaching For Transfer



The professional learning is just the tip of the iceberg. The coaching piece allows teachers to go deeper into transfer theory. They experience six levels of transfer and delineate the seven strategies that foster transfer. As the role of mentor/coach is unpacked, participants experience classroom coaching, practices (modeling and observational skills), reflective practices (journaling, video analyses, and portfolios), and collaborative planning models (curriculum mapping and unit planning). Finally, participants are exposed to book studies and action research models, with a final piece on professional writing and professional organizations. From metacognitive questions that guide reflective practice, to understandings about the various levels of transfer, to tools to enhance the coaching conference, participants leave with practical strategies for immediate use in the work setting.

Objectives and Outcomes:

Unpack the Coaching Role.

Classify and Use a Repertoire of Strategies.

Deeper Learning with Coaching for Transfer.

#### **Books:**

From Staff Room to Classroom – Planning & Coaching Professional Learning - Pete & Fogarty From Staff Room to Classroom II – The One Minute PD Planer - Pete & Fogarty How to Teach Thinking Within the Common Core: 7 Student Proficiencies - Fogarty & Pete

#### **Professional Development Options:**

- I Day on-site Teacher Training up to 65 participants
- 3 Day Series Customized with District Generated Data -
- I Hour Video Conferencing
- 2 Day Staff Developers Event Designing, Presenting, Facilitating & Coaching for Transfer

#### **Making PD Count**

The success of professional development or professional learning can only be determined by measuring the implementation of strategies, the incorporation of concepts and changes in attitudes that teachers are able to transfer from the staff room to the classroom. Too many times, professional learning is judged based on evaluations filled out by teachers as they are packing up their bags and collecting their car keys.

As principals and teachers shift their thinking about the goals of professional learning, they understand that success is measured by the number and level of applications in the classroom following the professional learning sessions.