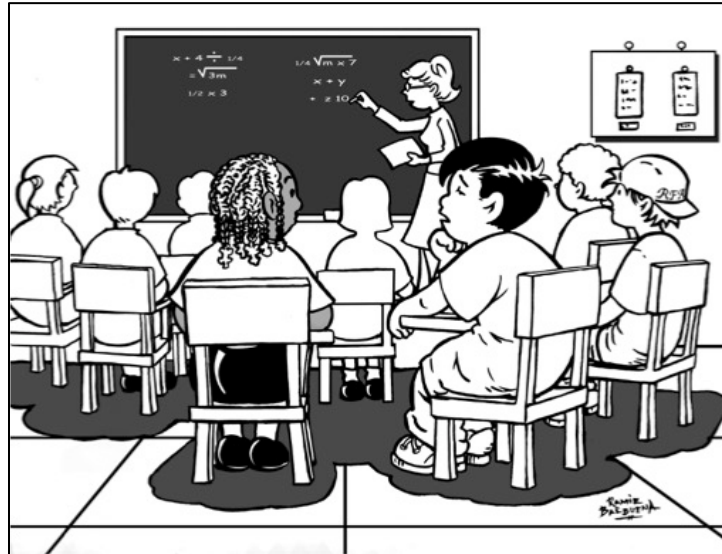


Robin Fogarty & Associates
Professional Development

Who's Doing The Talking: Is The Brain Engaged?



As part of the compendium of best practices, the idea that the person doing the talking is the person doing the learning seems counter-intuitive. Yet, that is exactly the case. When students are required to put their thoughts into words, to communicate their ideas to someone else, they are actually internalizing the learning as they struggle to make their emerging thoughts clear. The question, "Who's doing the talking?" is a gentle reminder that students must be actively involved and mindfully engaged in the learning experience for authentic learning to occur. They must dialogue with peers, articulate their ideas in small groups and express themselves clearly in front of the entire class. In turn, these oral language skills translate directly into written language skills.

Objectives and Outcomes:

Set High Expectations: Motivated with a Growth Mindset
Challenge Students to Think: Teach Higher Order Thinking
Require Rigor: Require Complete Sentences, Standard English
Leave Nothing to Chance-Revisit! Review! Revise! Re-teach!
Make No Excuses-Encourage At-Risk Participation
Insist on Results-Emphasize Reading

Books:

The Right to Be Literate – 6 Essential Skills for the 21st Century Learner - Pete & Fogarty
School Leader's Guide to the Common Core – Bellanca, Fogarty, Pete & Stinson
How to Teach Thinking Within the Common Core: 7 Student Proficiencies - Fogarty & Pete

Professional Development Options:

- 1 - Day on-site Teacher Training – up to 65 participants
- 3 - Day Series Customized with District Generated Data –
- 1 - 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.