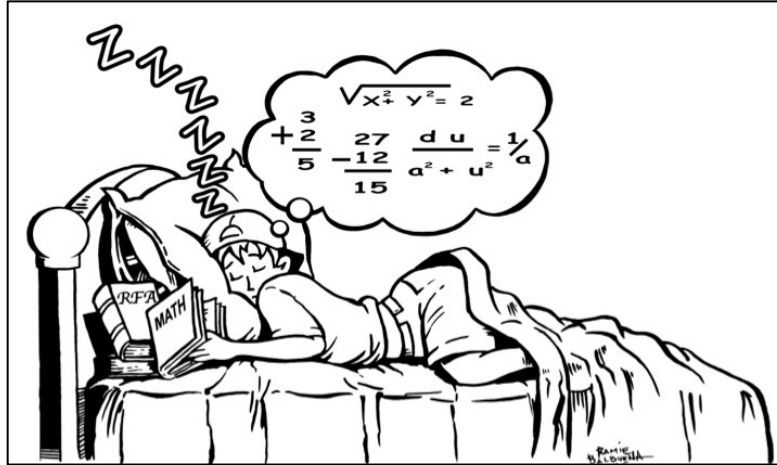


Robin Fogarty & Associates  
Professional Development

**High Tech, High Touch, High Thought Classrooms**



Real world application drives 21st Century, academic learning. In this generation, students don't *learn to do* they *do to learn*. They live in a fast-paced society and are impatient with the slow and steady rhythm of the traditional classroom. How do significant curriculum shifts toward a more relevant, inquiry-oriented approach to more rigorous, learning model occur within this assessment-driven culture? How do teachers guide kids to dig into authentic problems? How do they support "high-tech" applications in a digital-rich classroom? How do they foster collegial, "high-touch" teamwork on projects and papers? How do they challenge students with rigor in "high-thought" explorations, investigations, and experimentations? "*The times, they are a changing*", and they are changing at breakneck speed. How do we, as leaders, retool schools to meet the challenges in relevant ways?

- High Tech - Communication
- High Touch - Collaboration
- High Thought - Creative & Critical Thinking

**Books:**

*The Right to Be Literate – 6 Essential Skills for the 21st Century Learner* - Pete & Fogarty  
*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.