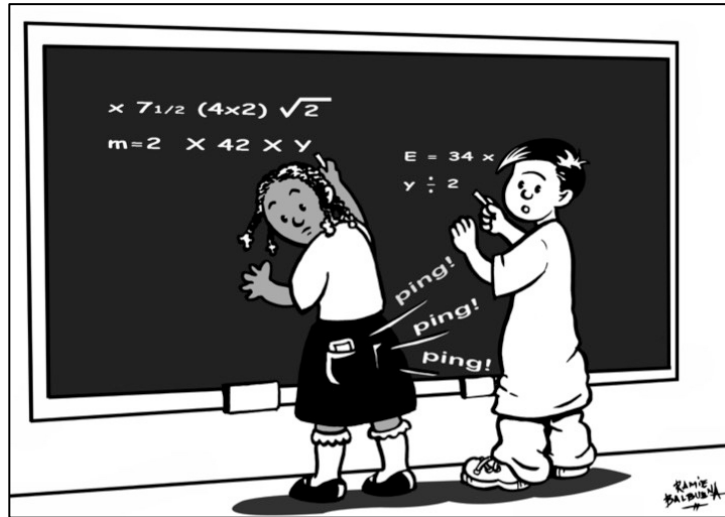


Robin Fogarty & Associates
Professional Development
Digital Screen-Age Literacy:
Viewing & Representing Strategies



If literacy consists of processing codified text as a way to communicate via reading, writing, listening, speaking, and viewing and representing, then 21st Century literacy is literacy on steroids. In a world where the sheer volume of text is overwhelming and the speed of communications and digital interactions is blinding, 21st Century literacy is about how students learn to process this avalanche of information, not just for edutainment but also for honing their academic literacy skills in all content areas. They must learn to think, question the author, wonder about a confusing statement, hypothesize why the author has taken a specific stance, draw inferences about tonality and mood, and appreciate good literature in all its forms. Twenty-first century literacy is the expansive scope that takes a close look at the roles language and literacy play in our world. And the “right to be literate” implies that students will be able to participate fully in these endeavors as contributing members of an educated and literate society.

- Objectives and Outcomes:
Embracing the Digital-Rich Classroom
5 Viewing Strategies
5 Representing Strategies

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.