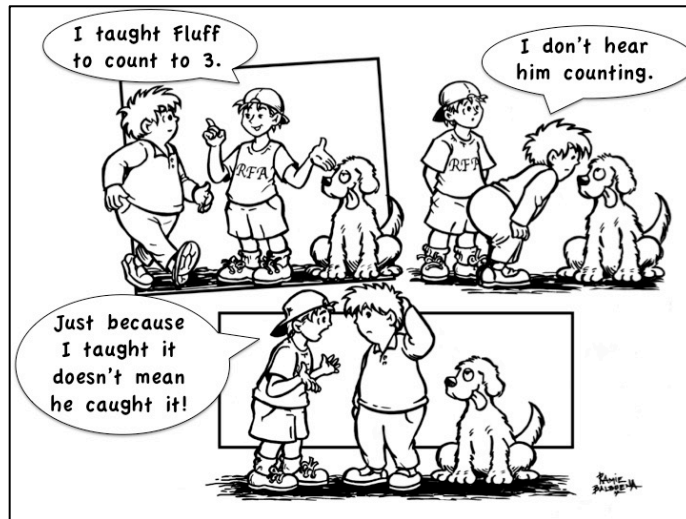


Robin Fogarty & Associates

Professional Development

The Teaching, Learning Equation: Teach + Learn = Student Success



The teaching/learning equation has two sides to the equation. One side focuses on the teacher and teaching. The other side focuses on the learner and learning. For the teacher teaching, we have a burgeoning portfolio of "best practices" (Marzano et al) that are research-based, teacher-tested, tried and true. There are the nine families of instructional strategies that. For the learner learning, the research on the brain and learning is capsulated in these twelve principles distilled from a meta-analysis of the literature by Renate and Geoffrey Caine. The twelve principles provide a rich philosophical foundation for instructional decision-making. These comprise the basic, foundational equation, that guide the everyday decisions teacher make about instructional input, student groupings, curricular designs and the range of assessments used in classrooms today. If, in fact, these are proven practices of quality teaching and promising principles of quality learning, then it is the equation we must master. It is the equation that explains how and why learning sticks, rather than disappearing moments after it enters the brain/mind.

Objectives and Outcomes:

- Use Burgeoning Portfolio of Best Practices
- Practice Principles of the Brain and Learning
- Identify The Teaching /Learning Equation

Books:

- Nine Best Practices that Make a Difference* - Pete & Fogarty
- Twelve Brain Principals that Make a Difference* - 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.