

Dr Robin Fogarty

President of RFA: A Robin Fogarty Company, a Chicago-based, minority-owned, educational publishing/consulting company, Robin received her doctorate in curriculum and human resource development from Loyola University of Chicago. A leading proponent of the thoughtful classroom, Robin has trained educators throughout the world in curriculum, instruction and assessment strategies.

She has taught at all levels, from kindergarten to college, served as an administrator, and consulted with state departments and ministries of education in the United States, Puerto Rico, Russia, Canada, Australia, New Zealand, Germany, Great Britain, Singapore, Korea and the Netherlands.

Robin has published articles in Educational Leadership, Phi Delta Kappan and the Journal of Staff Development. She is the author of numerous publications, including Brain-Compatible Classrooms, Literacy Matters, Ten Things New Teachers Need, How to Integrate the Curricula, The Adult Learner, A Look at Transfer, Close the Achievement Gap, Twelve Brain Principles, Nine Best Practices, and From Staff Room to Classroom: Planning and Coaching Professional Learning.

Robin received her Bachelor of Arts in Early Childhood Education at SUNY, Potsdam, NY, and her Masters in Instructional Strategies from National Louis University in Evanston, IL.

Available Courses:

1. [Informative Assessments](#) - When it is not about a grade (Assessment for Learning)
2. [The Teaching/Learning Equation](#)

Course Synopsis :

1. **Informative Assessments** - When it is not about a grade (Assessment for Learning)

Instruction and assessment go hand in hand. In fact, assessments inform instruction with both formative and summative data. The striking difference between assessment of instruction and assessment for instruction is found in the following two questions. Assessment of instruction asks: How did I do? while, assessment for instruction asks: How am I doing? Summative assessments provide data for grades and rankings at the end point of the instruction. But, formative data inform instructional practice as it is happening and when there is still time to make the needed adjustments to facilitate student learning.

In this highly interactive session, participants will learn about, teacher-tested, tried and true inFormative assessment tools that they can apply immediately in their k12 classrooms. These tools and techniques are organized around three levels of implementation:

- Routine inFormative Assessments
- Reflective inFormative Assessments
- Reflective inFormative Assessments

Programme includes:

- Opening: The Constructivist Classroom
- Routine inFormative Assessments - Every Day, All Day
 - Weaving into everyday classroom instruction.
- Range Finding / Hinge Point Questions
- Unpacking the Language of Test

- Reflective inFormative Assessments -Many Days, Reflective Ways
 - Fostering self-assessment for students and for teachers...
 - Student Portfolios
 - Performance Tasks, Checklists and Rubrics

- Rigorous inFormative Assessments-Some Days, Thought-Provoking Ways
 - Grading and Grading Practices
 - Item Analysis-Robust Distracters
 - Using Summative Assessment to Inform

To find out more about the above course, or to engage us to conduct a session for your organization, please contact us at info@pai.sg .

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- **The Teaching/Learning Equation**

The teaching/learning equation has two sides to this 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 work. 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. They are the broad, brush strokes 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.

Programme includes:

- Opening - The Constructivist Classroom
- All About Quality Teaching
- Nine Best Practices That Make the Difference
 - *Operationalizing the Nine Best Practices-Looks, Like/Sounds Like
- Twelve Brain Principles That Make the Difference

*Operationalizing the Twelve Brain Principles-Looks, Like/Sounds Like

- All About The Teaching/Learning Equation
- Six Qualities that Make the Difference

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Other Courses:

- Differentiated Learning
- Literacy Matters
- Informative Assessment
- Response to Intervention
- Data! Dialogue! Decisions!
- Close the Achievement Gap
- Twelve Brain Principles
- Extended Response
- Best Practices in the Classroom
- Brain Compatible Classroom
- Math Instruction: Best Practices
- Ten Things New Teachers Need
- Coaching for Transfer
- Professional Learning Communities
- The Adult Learner
- Presentation/Facilitation Skills

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