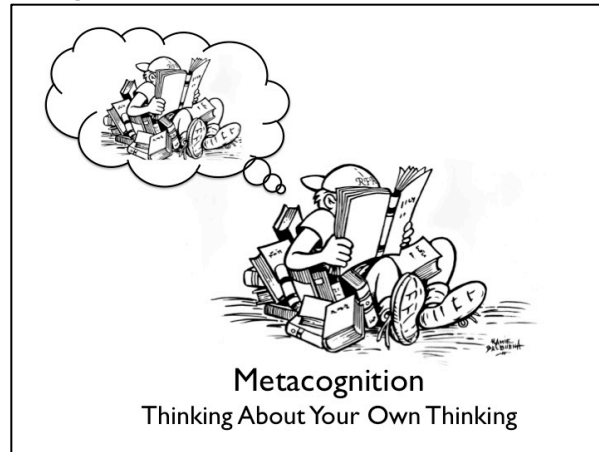


Robin Fogarty & Associates
Professional Development Description

Metacognition

The Neglected Skill of Reflective Thinking



Metacognition: The Neglected Skill of Reflective Thinking

Metacognition is a Blue Ribbon Strategy for increasing student learning. In fact, Hattie, rates metacognitive strategies among the top five learning interventions in terms of highly positive, instructional impact. While teachers may have heard the word, metacognition, in their Education 101 classes, beyond that, it is seldom labeled or modeled as a viable and vital strategy. Teachers simply run out of time and let it go, because they may view it as an extra, rather than an essential part of the teaching and learning process, because that is how metacognition has been treated in the past.

In this engaging practical presentation, metacognitive strategies are modeled in every grade level and subject area so that teachers will leave with the skills, and confidence to take their students to deep understanding which occurs when students know how to think about their own learning explicitly.

How do we prepare youngsters for the test of life? We teach them to learn when they are not being taught. In other words, we give them the gift of self-reflection, self-awareness, self-initiative, self-direction, self-assessment and self-regulation.

Outcomes:

- Understand: The What, Why & How of Metacognition
- Practice Techniques: Student Self-awareness, Self-initiative, Self-direction
- Use Reflective Tools: Self-monitoring, Self-appraisal, Self-regulation

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.