



Greater Capital Region Teacher Center

National Staff Development Council Coaches Academy

The **Capital Region BOCES with the Greater Capital Region Teacher Center**, are pleased to announce a Coaching Academy with instruction provided by coaching experts from the National Staff Development Council (NSDC).

The Winter 2009 Journal of the NSDC, *What Works*, celebrates instructional coaching as one of the keys to translating research into effective teaching practices that enhance student learning. Effective use of trained instructional coaching also increases the school and district capacity for and continuity of crucial professional development.

Topics for the Coaching Academy will include:

Change process	Team Building
Leadership training	Trust/Relationship Building
Facilitation/Meeting Skills	Adult Learning
Dealing with Resistance	Confidentiality
Accountability	Sustainability
Data Analysis	Fierce Conversations
Coaching skills and strategies	Individual Coaching/Team Coaching
Professional Development Standards	Professional Learning Designs)
Professional Learning Communities	Protocols for team work
Relationships/Contracting with Principals	(training with principals)

When: July 27, 28, 29, 2009 (Monday-Wednesday) 8:30AM -3:30PM

October 22 and 23 (Thursday and Friday) 8:30AM -3:30PM

Where: Capital Region BOCES 900 Watervliet-Shaker Rd., Albany, NY 12205

Cost: \$1,100 for each team of two. The cost includes 5 days of training, an additional day of on-site coaching work with a project coordinator, lunch on the 5 instructional days, books, and a one year membership to NSDC.

Deadline for Registration: June 19, 2009

Questions about the Coaches Academy: Carol Forman-Pemberton, Project Coordinator
CarolCDWP@aol.com (518) 399-7545

Register online: <http://www.bocesinstructionalresources.org/IRS/registration.htm> and click on the Online Registration- WebReg link to the right of this page to view our course offerings in an online catalog. You will need to use this link to register.

Questions about registration: Sharon Siegel, Capital Region BOCES
ssiegel@gw.neric.org (518) 464-3929

Capital Region BOCES Coaching Academy

Having an effective teacher in the classroom is the most significant factor in student learning. How, then, do we provide for the development and continued support of highly effective teachers, especially in this time when teachers' professional responsibilities are more demanding than ever?

Research shows that providing teachers with trained, focused professional partners—instructional coaches—is one of the most effective and efficient ways of assuring the continuous, job-embedded professional learning and support teachers need to become and remain highly effective.

Instructional coaching is one of the keys to translating research into effective teaching practice that enhances student learning. Coaches partner with teachers in a collaborative, dialogic, focused, and reflective conversations about practice and learning. Research shows that adding coaching to the traditional professional development strategies of workshop, modeling practice, and feedback increases the rate of transfer of knowledge to practice from 18% to 95%.

Joellen Killion and Cynthia Harrison of NSDC say, *“School based coaches are master teachers who have received specialized training to work with adult learners, design and facilitate professional learning, provide confidential classroom-based support, and assist in researching data-driven student achievement goals.”* They also acknowledge the range and complexity of the roles school-based teachers take on and the importance of preparing them for those roles.

In order to prepare our local educators for these important roles, the Capital Region BOCES, with support from the Greater Capital Region Teacher Center, is bringing in Dr. Lea Arnau from the National Staff Developers Council to facilitate a Coaches Academy.

Academy Coaches will:

- Understand how change impacts adult learners.
- Develop a deep understanding of the multiple roles of coaches.
- Understand how to contract with principals and teachers regarding services to improve teaching and learning.
- Acquire the knowledge and skills necessary to support teachers in the role of classroom supporter including how to maximize demonstration lessons, co-teaching, and observing and giving feedback.
- Use data to facilitate decisions related to identifying, working on, and monitoring team and individual professional learning goals for student learning.
- Build relationships to develop trusting relationships.
- Acquire coaching behaviors to support their work with individual and teams of teachers.
- Select from among multiple professional designs to facilitate learning for teachers.
- Facilitate teacher-learning teams to promote authentic collaboration about improving teaching and learning.

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Instructor: Dr. Lea Arnau works with the National Staff Development Council as a consultant and as author of the Standards column in the Journal of Staff Development, serves as coach of Academy Class of 2009 and as coach of the NSDC Coaching Academy. She facilitates the Big 21 Network for NSDC, a network of the largest 21 school districts in the country. She is the Director of Professional Learning for Gwinnett County Public Schools in Georgia, the 15th largest district in the country. Her work at the district level in Gwinnett and as president of the Georgia Staff Development Council has gained national recognition as a model of best practice from the National Staff Development Council and from the American Productivity Quality Center.

Lea presents at numerous state, national and international conferences, including the International Conference on Education Leadership in Beijing, China and the European Council of International Schools in Sorrento, Italy. Lea is a part-time assistant professor at the University of Georgia teaching courses in the Department of Lifelong Education, Administration, and Policy, including Supervision and the Ed. S. practicum. She is working this year with the Dean's office to establish and nurture partnerships between the University of Georgia and school systems with regard to professional learning.

Lea is currently writing two books on coaching with Dr. Sally Zepeda at the University of Georgia. Dr. Arnau's work includes professional learning communities and models of high quality professional learning, particularly coaching.

Program Coordinator: Carol Forman-Pemberton has recently retired from a 33 year career teaching secondary English in the Capital District. She has served as the Staff Development Coordinator for the Burnt Hills-Ballston Lake CSD, planned and implemented activities through CELA and CASDA, both affiliated with the University of Albany's School of Education. She has a number of publications in the journals of the National Writing Project, National Council of Teachers of English, New York State English Council as well as commercial publications. She is currently serving as a part-time Project Coordinator for the Greater Capital Region Teacher Center.

Carol also continues to serve as Co-director of the Capital District Writing Project. In that capacity, she has developed and implemented a growing inservice program, worked to implement the successful professional development program of the National Writing Project, and assisted many teacher consultants in their development of teacher leadership, inservice, and workshop presentation skills. She has served as a consultant to numerous area schools and school districts in the areas of literacy, writing across the curriculum, developing critical thinking and learning skills, differentiated instruction, among other topics. Carol has also made presentations at a many local, state, and national conferences, most recently the National Writing Project Conference in November, 2007 and the SUNY Council on Writing Conference in April, 2007.