



Greater Capital Region Teacher Center

## **Capital Region Staff Developer Academy**

The Capital Region BOCES, with support from the Greater Capital Region Teacher Center, are pleased to present the Second Annual Capital Region Staff Developer Academy offered in the Capital District by the National Staff Development Council (NSDC).

The Academy offers districts an exceptional opportunity to:

- build district expertise in data-based and needs-based planning, implementation, and assessment into the district's professional development program;
- build district expertise in the use of nationally recognized research, standards, and practices of professional development;
- build capacity, collaboration, and coherence in and around professional development;
- improve student learning;
- improve instructional practice.

**Dates:**

**Session One:** August 20, 21, 2009 (Th., Fri)

**Session Two:** October 19, 20, 21, 2009 (M-W)

**Session Three:** January 5, 6, 2010 (Tu, W)

**Session Four:** November 18, 19, 2009 (W, Th)

**Session Five:** March 8, 9, 10, 2010 (M-W)

**Location of all sessions:** Capital Region BOCES, 900 Watervliet-Shaker Road, Colonie

**Time:** 8:30am- 3:00pm for all training days listed above

**Fee:** \$2,750 for each team of two. The cost includes 12 days of training, books, meals and a one year membership to NSDC. Minimum enrollment 25 and maximum 40.

**Instructor:** Dr. Lea Arnau - National Staff Development Council, Consultant

**Program Coordinator:** Carol Forman-Pemberton – Greater Capital Region Teacher Center

**Questions:** Carol Forman Pemberton: Staff Development Academy Coordinator at [CarolCDWP@aol.com](mailto:CarolCDWP@aol.com) or 399-7545

Sharon Siegel: Staff Development Coordinator, Capital Region BOCES  
[ssiegel@gw.neric.org](mailto:ssiegel@gw.neric.org) or 464-3929

**Registration is available online**

at <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](mailto:ssiegel@gw.neric.org) (518) 464-3929

## Capital Region Staff Developer Academy

Capital Region BOCES and the Greater Capital Region Teacher Center brought the prestigious Staff Developers Academy from the National Staff Development Council to the area for the first time last year. Response to the academy has been very positive, and this summer the second cohort of the Capital Region Staff Developers Academy will begin its work.

At the national level, NSDC's long-standing Academy program has nearly 1200 graduates who are leaders across North America in staff development. The Academy program, established in 1991, provides an intensive, cohort-based, year long learning experience designed to facilitate the development of educators who are or may be responsible for designing, developing, implementing, and evaluating high-quality professional learning for educators. The Capital Region Staff Developer Academy offers the same outstanding program led by the instructors from the National Staff Development Council for selected teachers in the Capital District to prepare them to serve in the role of staff development specialist.

Why do we need local and district staff development specialists?

- Research indicates that a highly effective teacher has the most significant impact on student learning—more than any other single factor.
- There is a significant connection between well conceived, planned, and administered professional development and quantifiable gains in student learning and achievement.
- Teacher knowledge, like student knowledge, is constructed as opposed to received and most effectively constructed in focused, respectful, collaborative experiences.
- Research shows that most of the professional development offered in this country does not create or support the culture, content, or context that develops and sustains highly effective teachers.
- In New York State, teachers certified after 2004 must complete 175 hours of professional development every five years to maintain certification and school districts are required to provide the opportunity for this same amount of professional development in-district and during the school day. The first wave of teachers are reaching the end of the first cycle, mandating a significant increase in district level PD offerings.

Consequently, we have an **immediate need for trained educators** who will **design, deliver, sustain, and evaluate** the kind of professional development that:

- results in changes of practice that bring about increases in student learning.
- is research and inquiry based.
- is offered in the continual, reflective, collaborative, on the job manner called for by research.

## **What will the participants in the Capital Region Staff Developers Academy do and learn?**

Academy graduates learn how to:

1. use proven professional development standards to maintain the critical connection between professional learning and student learning.
2. begin any professional development undertaking with clear statement of data documenting student need that is driving the initiative and evaluating professional development by changes in student learning and achievement.
3. make the “black box” between input and output of professional development a transparent “glass box” that is monitored and evaluated and “tweaked” at each step in implementation.
4. attend directly and in focused ways with (often problematic) issues of change based on a researched “concerns based adoption model”.
5. attend directly and in focused ways with theories of and research based strategies for adult learning.
6. base the design of any professional development program on a task specific “theory of change” that specifies how professional change will occur in the five key areas of knowledge, skill, behavior, attitude and aspiration.
7. select purposefully from a set of research based “powerful designs” for professional learning for best matches of design and purpose, context, available resources, etc.
8. build focused, collaborative groups for professional learning through the use of protocols that establish trust, mutual respect, focus on purpose, and a contributing role for each group member.
9. differentiate professional learning to address the multiple needs and ranges of expertise and experience of the faculty.
10. develop the leadership, planning, communication, presentation, evaluation, and facilitation skills necessary to support school-and district-based staff development.

The Academy program this year will have five 2 or 3 day sessions facilitated by a NSDC staff person and Academy coach. Each session incorporates training, learning team experiences that propel application of the content, and opportunities for reflection. Between these sessions, participants will continue to work with the local Staff Development Academy Coordinator who will support the participants and districts by customizing the NSDC training to individual and district areas of professional development focus.

**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 15<sup>th</sup> 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.