

RFA SUMMER CONFERENCE SERIES Chicago, IL July 7, 8, 9, 2010

From Staff Room to Classroom Summer Conference

Who You Can Send to Attend:

Staff developers, Coaches, Mentors, Team leaders, Department Heads

What You Can Attend:

Program 1S: Coaching for Transfer: Schools of Poverty

Program 2S: Presentation, Facilitation and Coaching Skills

Program 3S: Facilitating Professional Learning Communities

What You Need to Know:

Each Program Targets Different PD Leadership Areas!

Each Program Stands Alone!

Each Program is About Quality Teaching!

What We Suggest:

Support Quality Teaching occurs through Quality Learning!

Three Dynamic Days! Three Timely Topics! Three School Teams!

Send three Scouting Teams; two Participants to each Session!

What You Need To Do:

Read the three descriptions and agendas attached to email.

CALL 800.213.9246

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Program I S From Staff Room to Classroom: Coaching For Transfer

Mentor, master teacher, expert coach or peer coach, it does not matter. What matters is that there is an academic coach.

"Come to the edge," he said.

They said, "We are afraid."

"Come to the edge," he said.

They came.

He pushed them ...and they flew. Appollinaire

The coach is the missing link between learning in a staff room setting to applying that learning in a classroom setting. With the coaching in place, active transfer from the staff room to the classroom increases from 5% to 95% (Joyce and Showers, 2004). Academic coaching is the key to this astonishing shift from inert knowledge to deep understanding. In no uncertain terms, the academic coach makes the difference in the learning journey of the teacher and of the students in that classroom.

Armed with a repertoire of instructional strategies and coaching techniques, that span the spectrum from observation and modeling to video-analysis and journaling; from managing data and identifying needs to reflective dialogues and relevant transfer; from pre and post conferencing to self awareness and self appraisal, the coach is the force that moves the adult learner along the path to reflective practice and significant change.

Objectives:

- To define and describe the academic coaching role
- To learn about transfer from the staff room to the classroom
- To develop a repertoire of coaching tools and techniques
- To practice coaching behaviors for immediate application

Day 1:

- Defining the Coaching Roles / Four Macro-Skills of a Coach
- Prior Knowledge/Anticipation Guide
- Change-Escalator/ Problem Scenarios
- Scheduling and Menu of Services

Day 2:

- Understanding Transfer/Simple and Complex Transfer Theory
- Utilizing Research-based Transfer Strategies
- Seven Steps to Transfer / Hugging and Bridging Strategies
- Coaching the Six Levels of Transfer

Day 3:

- Developing a Repertoire of Coaching Strategies
- Observing in the Classroom / Modeling a Strategy
- Dialoging and Reflecting Questions and Journaling
- Managing Data, Dialogue and Decisions