

Message from the Chair



**Dr. Susan Sciascia,
Chair**

We are looking forward to seeing all of you who can join us for our exciting 20th Annual Conference.

We have an exceptional program this year as part of our celebration. The focus on 21st century skills will be helpful for many of us in our various leadership roles.

We will once again have the opportunity to recognize outstanding colleagues from across the state who are tireless in their support of learning environments that promote gender equity and diversity. Please join us in celebrating them at our awards luncheon on Monday. For reservations contact Chris Taylor at chris.taylor@oswego.edu. Thank you to Kathleen Denaro for her excellent coordination of this awards process.

I would like to personally thank all of our sponsors for this year's conference. Their support of our initiatives is very much appreciated. Thank you also to Barb Goldammer for her excellent work in coordinating this sponsorship effort. Please take a moment to review their ads that are included in this newsletter.

See you in Albany!

NYSAWA Mission Statement

The New York State Association for Women in Administration promotes gender-balanced leadership and advances equity and diversity in schools.

This year's awards will be presented to the following recipients!

THE ANN MYERS AWARD



Dr. Stephanie Tatum, Associate Professor, Department of Educational Administration, Leadership and Technology, Dowling College



Dr. Janice White, Superintendent, Saratoga Springs School District

THE AMY BULL CRIST AWARD



Dr. James N. Baldwin, District Superintendent, Questar III BOCES



Ronald Smalls, Superintendent, Greenburgh Central School District #7

THE PATHFINDER AWARD



Johanna Duncan-Poitier, Chancellor's Deputy for Education Pipeline, State University of New York

THE LINDA TINELLI SHEIVE AWARD



Angela Perrotto, Assistant Superintendent for Instruction, Pittsford Central School District

THE MAXINE GIACOBBE AWARD



Bernard Pierorazio, Superintendent Yonkers Public Schools

SPECIAL RECOGNITION AWARD



Shelia Evans-Tranumn, Retired Associate Commissioner, New York State Education Department

Visit the NYSAWA Website

For more information on events and the conference, please visit www.nysawa.org and select the **Events** tab (forms & publications).

Message from the Executive Director

We are very excited about the outstanding speakers who will be part of our 20th Annual Conference. I'm sure we will all learn a great deal and come away with enhanced content knowledge, an expanded network and an increased appreciation for all of the visionary and hard work that our colleagues are doing to ensure that all children in New York State have access to an equitable education that will prepare them for success in our global, 21st century world.



Dr. Suzanne Gilmour,
Executive Director

Thank you to the Conference Committee - Rita Lashway, Donna Moss, Jane Bullowa, Gloria Dingwall, Marna Meltzer and Ann Myers - for designing such an outstanding program. This is especially noteworthy given that the conference date had to be moved up two months due to a change in state assessment dates and the severe budget constraints of school districts for supporting attendance. Despite these difficulties the NYSAWA Conference Committee has demonstrated its resiliency and creativity, and we are very appreciative of the efforts of these outstanding volunteers.



Turning A District Around Through Instructional Coaching

by Dr. Judith Kronin

I became the Interim Superintendent of Orange Public School District, after serving as the principal of Orange Middle School. Many stake-holders in the district believed that the same components that transformed Orange Middle School could be modeled to transform Orange School District

As a result of research and the experience of working in several districts with an array of demographics, I developed an instructional coaching model with a set of core beliefs that can enable students to attain a quality education. The core beliefs associated with this model are:

- the major goal of educators is to inspire students to become critical thinkers and independent learners;
- educators must create environments where a major portion of instruction is devoted to problem solving;
- instructional lessons must be designed to be student directed and not teacher directed;
- teachers must design lessons with the end in mind and infuse technology into daily instruction;
- educational reform is comprehensive and involves every member of the instructional team;
- instructional coaching is a critical element and the corner stone for improving classroom instruction.

(Continued on next page)

THE ORANGE SCHOOL DISTRICT INSTRUCTIONAL COACHING MODEL

The Orange School District Instructional Coaching Model is school based, job centered, practiced during school hours, and designed to increase teachers' theoretical understanding of their work (Miller 1995.) Similarly, it is tailored to the needs identified by teachers, and designed to be a collaborative and inquiry-based approach to learning (Darling-Hammond and McLaughlin 1995.)

The impetus for Orange Public School District to design and implement an Instructional Coaching Model was inspired by a 2008 award. The Mid-Atlantic Consortium, the overseer of No Child Left Behind (NCLB), recognized Orange Middle School for making commendable gains in academic achievement. The staff implemented instructional strategies that were designed to encourage student-directed instruction, and frequent use of problem solving activities that included Accountable Talk, Differentiated Instruction, Socratic Questioning, Learning Stations, Cooperative Learning Groups (CLGs), and Formative Assessment. The teaching staff emphasized these key instructional strategies.

The Orange Instructional Coaching Model

Mutual respect is the corner stone of the Orange Instructional Coaching Mode (OICM); therefore, significant amount of time was devoted to developing trusting relationships with the staff. The instructional coaching team (ICT) realized that by joining forces with teachers and systematically observing classroom practices they could improve academic achievement.

The instructional lessons of the participating teachers utilized learning techniques designed to inspire students to become critical thinkers and independent learners. These lessons afforded students numerous opportunities to engage in problem solving activities and to attain proficient and advance proficient results.

Participating parties agreed that they would concentrate on Socratic Questioning, Accountable Talk, Formative Assessment, Differentiated Instruction, Cooperative Learning Groups, and Learning Stations. Together, they met for pre conferences, observations, and post conferences. During the pre-conference, the teachers presented lesson plans with acceptable levels of rigor and high levels of student engagement. During the observations, the ICT took copious notes to assist teachers in determining if they were applying the best instructional practices for their selected instructional activities. At post conferences teachers and members of the ICT critiqued their observations. Collaboratively, the coach and the teacher strategized techniques to address areas of concern. Pre-conference dates were scheduled and thus the process continued.

Conclusion

The Orange School District Instructional Coaching Model has had several positive implications. It

has sustainability, and thus, can be used as a process for supporting systematic school/district improvement efforts beyond the schools in Orange, NJ. It has proved to be a powerful instructional tool for promoting professional learning. The experience at Orange Middle School improved the instructional practices of math teachers. After using this instructional coaching model for one year, their capacity to teach math improved. Further because of teacher satisfaction, this practice was easily expanded to include the math department at Orange High School.

References

- Darling-Hammond, L., and McLaughlin, M. (1995). Policies that Support Professional Development in an Era of Reform." *Phi Delta Kappan* 76(8).
- Miller, E. (1995) "The Old Model of Staff Development Services in a World Where Everything Has Changed" *The Harvard Education Letter* 11(1) pp.1-3.



Walk Down Memory Lane



I was fortunate to join NYSAWA at the beginning of my educational leadership program. I believe NYSAWA has given me a priceless education on women's issues and what it takes to be a successful administrator. The organization offers me a forum to participate in candid conversations with educators across the state. Where else can an aspiring administrator have a seat next to experienced and knowledgeable administrators who are willing to counsel you so generously? I have greatly benefited from career consultations, conference workshops, words of wisdom from renowned speakers, and the encouragement to take part on the state and local boards. I urge everyone to seek out their local affiliate and get involved! I attest my growing success in my career path to the women of NYSAWA who have mentored me. I thank all those women who are my friends, mentors and heroes.

Margie O'Brien
Greenburgh Central School District #7
Hartsdale, New York



First, around 20 years ago, as a new administrator in the Yonkers Public Schools, Lower Hudson Chapter of Administrative Women in Education (LHCAWE) became an important networking organization for me as I began my new career. As women administrators, we shared stories, ideas and strategies in helping us become the best principals we could be. We knew that the challenges we faced were often overwhelming, and having camaraderie with others who met with those same issues and concerns, made it all somehow a whole lot easier to cope.

Presently, as a Yonkers educator for 37 years and 24 of those years having been in administration as an Assistant Principal, Principal and Director at Central Office, I continue to mentor new principals who call on me regularly for advice or another opinion. It is this sharing of knowledge, skill and expertise that provides me with comfort and reassurance that what I have learned will live on in others with whom I have been fortunate to mentor and 'teach.' What I have tried to impart, is not only managerial skills, which any administrator could master, but the 'art' of being an instructional leader, for this is what separates the 'exemplary' principal from the 'good' one. Having a clear vision, focusing on building a collaborative climate, providing a student-centered approach to learning, and monitoring results, have all been areas that are paramount to a successful instructional leader. For me, I see this as my 'legacy' and a gift that has been given to me in my career.

Last, I will always be grateful to NYSAWA for selecting me for the Maxine Giacobbe Award for 2009 and the opportunity to take eight of my colleagues with me to the luncheon in accepting the award. This award is given annually to a woman administrator who has demonstrated exceptional work with children of diverse populations, including children of color, to reduce gender inequities and to promote outstanding achievement. Thanks for the memories!

Dr. Jennifer Schulman
Principal, Robert C. Dodson PK-8 School
Yonkers, NY 10710
NYSAWA Member
President Elect of the Lower Hudson Region
Chapter LHCAWE

**REGISTRATION FORM NYSAWA Conference
March 14-15, 2010**

__Full Conference Registration \$275
(includes all conference events, meals, and annual membership)

__Educational Leadership Student or Retiree Registration \$195
(includes all conference events, meals, and annual membership)

__Sunday Only \$175
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REGISTRATION DEADLINE MARCH 8, 2010

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More information available at www.nysawa.org

Membership Renewal...

Your continued support of NYSAWA is important to us. If you were not unable to attend the last conference that included your annual membership or have not yet since renewed your membership, would you please submit your membership fee of \$50 payable to NYSAWA addressed Suzanne Gilmour, Executive Director, 303 Park Hall, Oswego NY 13126. Membership form is available at: <http://www.nysawa.org/docs/membershipform.pdf>

Meet the 20th Annual Conference Speakers and Session Facilitators



OPENING REMARKS

Ruth Noemí Colón
Special Counsel to New York Secretary of State

INTERACTIVE KEYNOTE *Leadership that Supports Continuous School Improvement*



Giselle Martin-Kniep
President, Learner-Centered
Initiatives

Opening Session at Conference



Conference Soloist Senior

Rachel Newman, Senior at
Mohonsen School District

Pre-Conference Technology Lab



Darlene Westinghouse
Instructional Specialist, Ulster
BOCES
Technology Lab Facilitation

Global Workplace Skills



Kevin Turner, Associate Partner,
Public Sector Education Industry
IBM Global Business Services



With facilitator
Ronald Smalls, Superintendent,
Greenburgh 7 CSD

KEYNOTE

21st Century Student Preparation



Nancy L. Zimpher, Chancellor
State University of New York



With facilitator
Deborah Stanley, President,
SUNY Oswego

Child Development and the Use of Technology



Ellen Meier,
Associate Professor of Computing and
Education, Teachers' College,
Columbia University



James Baldwin, District Superintendent
Questar III BOCES



With facilitator
Constance Clark-Snead
Superintendent,
Westbury Union Free School District

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For up to date information, please visit their website at:

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The FINGER LAKES website is now linked with the state organization. <https://nysawafingerlakes.wikispaces.com/>

They will register online for the spring meeting.

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