

Effective Coaching Agenda

Houston, TX • February 13–15, 2023

Monday, February 13

7:00–8:00 a.m.	Registration	Room/Location
	Continental Breakfast	
8:00–9:45 a.m.	Keynote —Michelle Marrillia <i>Giving All Teachers the Coach They Deserve</i>	
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	Breakout Sessions	See pages 2–3.
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	Breakout Sessions	See pages 2–3.
2:30–2:45 p.m.	Break	
2:45–3:45 p.m.	Role-Alike Networking	

Tuesday, February 14

7:00–8:00 a.m.	Registration	Room/Location
	Continental Breakfast	
8:00–9:45 a.m.	Keynote —Nicole S. Turner <i>Coming soon!</i>	
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	Breakout Sessions	See pages 2–3.
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	Breakout Sessions	See pages 2–3.
2:30–2:45 p.m.	Break	
2:45–3:45 p.m.	Tough Topics Forum	

Wednesday, February 15

7:00–8:00 a.m.	Continental Breakfast	Room/Location
8:00–9:30 a.m.	Seminar —Karen Anderson & Kathy Kee <i>Coming soon!</i>	
9:30–9:45 a.m.	Break	
9:45–11:45 a.m.	Keynote —William M. Ferriter <i>What Does Progress-Driven Leadership Look Like in Action?</i>	

Agenda is subject to change.

Breakout Sessions at a Glance

Presenters & Titles	Monday, February 13		Tuesday, February 14	
	10:00–11:30 a.m.	1:00–2:30 p.m.	10:00–11:30 a.m.	1:00–2:30 p.m.
Michael J. Maffoni				
Energize Your Teams: Coaching Collaborative Teams From Next Practice to Best Practice	X			
Coachability: Promoting Receptivity to Feedback and a Willingness to Act		X		
A Thriving Coaching Culture: Establishing Productive Habits and Routines in Effective PLCs			X	
Know Thy Team: Why Differentiating Feedback Matters				X
Michelle Marrillia				
The Case for Coaches in a Professional Learning Community	X			
No Capes Required: How Teacher Leaders Can Impact School Improvement		X		
Coaching Secondary Teams to Turn Common Data Into Successful Classroom Instruction			X	
Building a High-Impact Coaching Program				X
Beth Pandolpho				
Adopt the Mindset, Skills, and Dispositions to Become an Effective Coach	X			
Bring Your Most Challenging School Issue and Practice Coaching Strategies to Find Solutions		X		
Coaching Practices That Promote Equity with Your Team, Department, or School			X	

Presenters & Titles	Monday, February 13		Tuesday, February 14	
	10:00–11:30 a.m.	1:00–2:30 p.m.	10:00–11:30 a.m.	1:00–2:30 p.m.
Cultivating Belonging to Support Teacher Retention and Student Achievement				X
Nina Parrish				
Stuck, Anxious, and Disengaged: Coaching Educators to Use Metacognitive Strategies to Improve Student Outcomes	X			
Growth Mindset, Motivation, and Engagement: Coaching to Cultivate Hope and Perseverance in the Classroom		X		
Building Executive Functioning Skills: Coaching Educators to Adopt High-Impact Strategies That Increase Achievement			X	
Supporting Student Success: Coaching Collaborative Teams and Special Educators to Tailor Instruction				X
Mona Toncheff				
Coaching Mathematics Teams: The Power of Instructional Feedback	X			
Dealing with Resistance: Strategies for Coaching Conversations		X		
Dare to Be Bold: Disrupt Unproductive Mindsets and Practices Using Strengths-Based Coaching			X	
Change Agents: How Can You Leverage Your Sphere of Influence to Impact Teaching and Learning?				X
Nicole S. Turner				
<i>Coming soon!</i>				
<i>Coming soon!</i>				
<i>Coming soon!</i>				

Presenters & Titles	Monday, February 13		Tuesday, February 14	
	10:00–11:30 a.m.	1:00–2:30 p.m.	10:00–11:30 a.m.	1:00–2:30 p.m.
<i>Coming soon!</i>				

Agenda is subject to change.

Session Descriptions—Day 1

KEYNOTE

Michelle Marrillia

Giving All Teachers the Coach They Deserve

During a time of high-stakes accountability and teacher shortages, it is more important than ever to have structures in place that assist and value the work of all teachers. However, meeting the needs of every teacher can be a daunting task for even the most experienced instructional coach. To be effective, a coach must both support new teachers and elevate master teachers. In this keynote, Michelle Marrillia brings clarity to key coaching access points and shares how to prioritize an instructional coaching schedule to ensure all teachers have the coach they deserve.

MORNING BREAKOUT SESSIONS

Michael J. Maffoni

Energize Your Teams: Coaching Collaborative Teams From Next Practice to Best Practice

It is clear, now more than ever, that effective implementation of a PLC at Work matters and is too important to be left to chance. Coaching collaborative teams provides the necessary bridge as they cross the knowing-doing gap.

Michael J. Maffoni helps participants strengthen their PLCs through effective coaching practices. Participants examine why coached teams go further faster than uncoached teams and explore how a proven team-coaching cycle, tools, and professional development modules from *Energize Your Teams: Powerful Tools for Coaching Collaborative Teams in PLCs at Work* (2021) provide resources for schools to make the shift from “PLC lite” to “PLC right.”

Participants in this session:

- Learn a proven, effective coaching cycle that fortifies collaborative team and school PLC practices.
- Engage in activities to apply the coaching tools, processes, and professional development to coach collaborative teams in a PLC.
- Explore professional development modules aligned to the five essential prerequisites of a PLC so teams receive just-in-time professional development based on their specific next steps.

Michelle Marrillia

The Case for Coaches in a Professional Learning Community

Successful instructional coaches understand the balancing act of working with teams to help ensure the fidelity of the three big ideas of a PLC while also providing the time and support to individual teachers who need it. In this session, learn how a tiered instructional coaching model can help drive the

collaborative culture in your school to increase better outcomes for all students. Participants leave with sample coaching schedules and weekly plans for supporting and providing meaningful feedback to teams.

Participants in this session:

- Define the role of coaches in professional learning communities.
- Determine next steps in building and sustaining an effective coaching model to support collaborative teams.
- Discuss effective strategies for supporting singletons.

Beth Pandolpho

Adopt the Mindset, Skills, and Dispositions to Become an Effective Coach

Effective coaching begins with establishing a set of fundamental beliefs and values to guide decisions, approaches, and strategies. Through a series of reflective exercises, participants learn to develop a foundation for their own coaching practice and engage in a diverse set of coaching strategies to determine how to apply these approaches to improve outcomes for their team, department, or school.

Participants in this session can expect to:

- Learn from cross-disciplinary insights about best coaching practices.
- Explore strategies designed to nurture coaching relationships and improve teacher effectiveness.
- Build capacity to become a more effective leader and coach.

Nina Parrish

Stuck, Anxious, and Disengaged: Coaching Educators to Use Metacognitive Strategies to Improve Student Outcomes

As educators, we are often so focused on teaching students *what* to learn that we forget to teach them *how* to learn. By implementing metacognitive strategies, teachers can help students gain an awareness of their own thought processes, resulting in greater agency, self-regulation, and independence in the classroom. Through the use of feedback and reflection, teachers learn to become more responsive to student needs and perspectives, creating a partnership that results in enhanced engagement and achievement. In this session, Nina Parrish outlines the key elements of the metacognitive process and how to implement them in various content areas and grade levels.

In this session, participants:

- Learn about metacognition: a three-step thinking process to enhance learning.
- Acquire a toolbox of ready-to-use strategies for increasing metacognitive thinking in the classroom.

- Examine ways the metacognitive process can be used to help teachers become more reflective and effective.

Mona Toncheff

Coaching Mathematics Teams: The Power of Instructional Feedback

How can coaches work simultaneously with collaborative teams and individual teachers to strengthen mathematics instructional practices? Mona Toncheff explains the elements of impactful coaching cycles for both teachers and teams and the power of developmental feedback to facilitate professional growth and reflection. To impact mathematics teaching and learning across a team, this session explores building teacher capacity through the lens of coaching collaborative teacher teams (grade-level or course-level teams) and the power of targeted and quality feedback during a coaching cycle.

Participants in this session can expect to:

- Examine the importance of a mathematics instructional vision.
- Explore strategies to provide powerful instructional feedback to teachers and teams.
- Analyze coaching cycles with teachers and teams.

Nicole S. Turner

Coming soon!

AFTERNOON BREAKOUT SESSIONS

Michael J. Maffoni

Coachability: Promoting Receptivity to Feedback and a Willingness to Act

Coachability is a critical factor in successful coaching relationships. Too many well-intended coaching initiatives, whether with individual teachers or collaborative teams, miss the opportunity to maximize the impact because they fail to acknowledge and respond to the importance of coachability. The degree to which individuals or teams are coachable is not static or fixed; coachability is malleable and can be improved.

Michael J. Maffoni leads participants in an interactive exploration to understand the roles of coach and coachee in owning the receptivity to feedback and a willingness to act.

Participants in this session:

- Explore the dynamics in a coaching relationship that lead both coach and coachee to co-own next practice.
- Understand characteristics associated with promoting receptivity to feedback and a willingness to act.

- Walk away with practical processes that cultivate a culture where accepting new suggestions and ideas is the norm.

Michelle Marrillia

No Capes Required: How Teacher Leaders Can Impact School Improvement

Prioritizing and responding to all the needs of the school can be overwhelming for even the most seasoned school leader. Successful principals understand that no one person—or even one superhero—has the ability to improve student outcomes alone; however, teacher leaders can play an important role in accelerating the school improvement process. Empowering teachers who are ready to lead cultivates a culture of learning and collaboration that can have a lasting impact on school transformation. In this session, Michelle Marrillia discusses how schools can expand their coaching footprint by using existing teacher leaders and create additional shared leadership opportunities.

Participants in this session:

- Create a widely dispersed leadership plan.
- Discuss targeted approaches to identify, equip, and support teacher leaders.
- Consider strategies to measure the success of a teacher leader program.

Beth Pandolpho

Bring Your Most Challenging School Issue and Practice Coaching Strategies to Find Solutions

Enduring understanding and lasting change happen when learning is both relevant and responsive to the needs of the learner. In this session, participants review best coaching practices and engage in interactive exercises to apply these strategies and approaches to find solutions to their most pressing concerns. Participants can expect to leave this session empowered to transfer these solutions to effect meaningful change with their teams, departments, or schools.

Participants in this session can expect to:

- Learn best coaching practices.
- Engage with colleagues to apply coaching strategies to solve authentic problems.
- Transfer identified solutions toward school improvement.

Nina Parrish

Growth Mindset, Motivation, and Engagement: Coaching to Cultivate Hope and Perseverance in the Classroom

Many students lose their drive to succeed as classes and curriculum become more difficult. Nina Parrish discusses high-impact strategies that teachers can implement to create a classroom that supports student motivation, engagement, and self-regulated learning. Participants leave with tools and tips for creating a school environment where students experience success and hope for the future.

In this session, participants:

- Learn about the factors that affect student motivation and engagement.
- Acquire skills to help teachers incorporate a growth mindset into their teaching practice.
- Explore strategies and ready-to-use templates to help educators support student motivation, engagement, and perseverance.

Mona Toncheff

Dealing With Resistance: Strategies for Coaching Conversations

Every coaching conversation can be impactful. However, not all coaching conversations are equal. How can we use active listening, divergent questioning, and mindful awareness to lead coaching conversations that transform professional practice? Mona Toncheff shares strategies and tools to create connections between people, expand perspectives and understanding, and cultivate critical thinking. Participants practice coaching conversations using protocols to yield both teacher and student growth.

Participants in this session can expect to:

- Explore active listening and questioning strategies designed for crucial conversations.
- Engage in processes and role-play for having healthy conflict conversations.

Nicole S. Turner

Coming soon!

Session Descriptions—Day 2

KEYNOTE

Nicole S. Turner

Coming soon!

MORNING BREAKOUT SESSIONS

Michael J. Maffoni

A Thriving Coaching Culture: Establishing Productive Habits and Routines in Effective PLCs

We know collaborative teams thrive in a professional learning community when immersed in a culture that embraces coaching teams around their PLC practice. Additionally, research shows that coaching is a crucial component of any effort to build capacity and improve schools. However, it begs the question, "Is coaching reserved for a few, or expected of all?"

This session helps participants focus on creating conditions where coaching becomes an accepted part of the school's collaborative culture. Participants investigate tools and resources from *Thrive: Building a Coaching Culture for Collaborative Teams in PLCs at Work* (2020) to empower their school to develop a culture where coaching allows all teachers and teams to improve.

Participants in this session:

- Anchor to a learning change model to understand its impact on establishing a coaching culture.
- Examine how characteristics of collective inquiry, continuous improvement, and an action and results orientation can leverage the development of a strong coaching culture.
- Generate steps to develop a coaching culture where effective teachers and teams get even better.

Michelle Marrillia

Coaching Secondary Teams to Turn Common Data Into Successful Classroom Instruction

School systems are increasingly data rich, but educators often struggle to use this data to differentiate instruction and provide timely feedback to meet the needs of every student. This session details practical approaches for effective and easy-to-implement reteaching strategies in multiple content areas in secondary classrooms. Michelle Marrillia provides specific examples of creating a system of regrouping and differentiated instruction based on assessment data.

Participants in this session discover:

- How a collaborative team can use data to implement reteaching strategies for students who do not learn the first time
- A stoplight regrouping method for differentiated instruction

- How to incorporate embedded academic advising for timely feedback

Beth Pandolpho

Coaching Practices That Promote Equity Within Your Team, Department, or School

Learn how to coach, mentor, and motivate your colleagues in ways that are equitable and inclusive. Participants engage in reflective exercises designed to view current practices through an equity lens and consider how they can seek improvement within their team, department, or school. They also learn different approaches to coach for equity and practice transferable strategies to increase equitable outcomes in their schools.

Participants in this session can expect to:

- Learn from a diverse set of ideas to inform and inspire equitable practices.
- Examine how equitable practices achieve more successful outcomes.
- Build capacity to become more equitable leaders and coaches.

Nina Parrish

Building Executive Functioning Skills: Coaching Educators to Adopt High-Impact Strategies That Increase Achievement

Executive functioning is like the air traffic controller of the brain managing incoming information and directing cognitive function. Students are not born with executive functioning skills, but instead have the potential to develop them based on their experiences throughout childhood and into their late teens and early adulthood. Participants in this session learn how to incorporate strategies for improved executive function into various content areas and across grade levels for increased student achievement and school success.

In this session, participants:

- Find out how executive functioning skills impact learning and achievement.
- Learn calming strategies to help students and educators recognize and manage their emotions.
- Explore research-based strategies and ready-to-use templates for building executive functioning skills.

Mona Toncheff

Dare to Be Bold: Disrupt Unproductive Mindsets and Practices Using Strengths-Based Coaching

How do teacher leaders, coaches, and site-level leaders ensure that all students engage in equitable mathematics instruction? Every mathematics teacher and leader is charged with forging a path leading to improved student learning. So how do mathematics coaches and leaders recognize, believe in, and build on the strengths of the teachers and students they serve? Through examples, Mona Toncheff

explores strength-based leadership strategies to build productive mindsets and practices in both students and teachers.

Participants in this session can expect to:

- Reflect on current productive and unproductive beliefs held by teachers and teams.
- Develop an understanding of strength-based teaching and coaching.
- Explore strategies to promote productive mindsets and practices.

Nicole S. Turner

Coming soon!

AFTERNOON BREAKOUT SESSIONS

Michael J. Maffoni

Know Thy Team: Why Differentiating Feedback Matters

“It seems there is plenty of support for the value of feedback, but less agreement about exactly what constitutes an effective model. The one element common in all the research is the belief that feedback is essential to improving performance.”

—Many, Maffoni, Sparks, & Thomas, *Amplify Your Impact* (2018), p. 68

Individuals and teams often begin their PLC journey from different starting points. It only makes sense that teams benefit from a feedback-rich environment as they look to improve collaboration and continuous growth. With the right combination of feedback and coaching, teams are in a good position to raise their performance and effectiveness to higher levels.

In this session, Michael J. Maffoni offers participants a clear view of how an intentional feedback process, guided by key principles, can move individual and team learning forward. Tools and resources from *Amplify Your Impact: Coaching Collaborative Teams in PLCs at Work* (2018) provide the focus of this session.

Participants in this session:

- Examine research and guiding principles centered on effective feedback.
- Understand how an appropriate style of feedback in the right situation propels individuals and teams to next practice.
- Engage in activities to apply proven feedback tools in a team coaching situation.

Michelle Marrillia

Building a High-Impact Coaching Program

An impactful coaching program can lead to increased teacher efficacy and collaboration as well as improved student outcomes. In this session, Michelle Marrillia discusses how instructional coaches can partner with principals to determine the vision for a school's coaching program. Participants examine coaching traits and dispositions that lead to cultivating a powerful learning community that fosters differentiated support for all teachers.

Participants in this session:

- Discuss three essential components to a successful coaching plan.
- Determine critical checkpoints to ensure coaches are providing the necessary support to improve instruction.
- Create action steps for implementing a thriving coaching program.

Beth Pandolpho

Cultivating Belonging to Support Teacher Retention and Student Achievement

Discover how the innate human need for belonging can support well-being for both teachers and students and enhance motivation, engagement, learning, and achievement. Participants learn about three distinct aspects of belonging and engage in activities designed to cultivate belonging that are transferable to work with leaders, staff, and students.

Participants in this session can expect to:

- Learn how cultivating belonging can impact teacher retention and student achievement.
- Examine approaches to enrich their own sense of belonging as well as that of their colleagues and students.
- Determine ways to implement these practices in their schools.

Nina Parrish

Supporting Student Success: Coaching Collaborative Teams and Special Educators to Tailor Instruction

Learn how to coach collaborative teams and special educators to tailor instruction to meet student needs. Help teams determine how to build a ladder from where students currently are to where they need to be in order to access content in the general education classroom. Understand how to build scaffolds and supports so that all students, even those who are struggling or below grade level, can achieve at high levels, have access to grade-level standards, and experience growth.

In this session, participants:

- Identify the differences between modification, accommodation, scaffold, and strategy.

- Discover research-based methods that support students who are struggling and that work across various content areas.
- Use strategies that reflect the science of learning and help increase the rigor and retention of learned material.

Mona Toncheff

Change Agents: How Can You Leverage Your Sphere of Influence to Impact Teaching and Learning?

The status quo in education is not working for each and every learner. There is a need to shift and challenge current practices. Unfortunately, the fear of change and the resistance to it is often a roadblock. However, such fear of change can be reduced when everyone sees themselves as a leader and agent of change in their sphere of influence. How can coaches and leaders empower those they serve to implement change? Mona Toncheff explores strategies for leveraging your sphere of influence to impact the changes needed to grow the learning of every student and adult in your school or district.

Participants in this session can expect to:

- Develop an understanding of spheres of influence.
- Learn how to utilize their sphere of influence as a coaching tool.
- Examine current coaching roles and how to influence systemic school improvement.

Nicole S. Turner

Coming soon!

Session Descriptions—Day 3

SEMINAR

Karen Anderson & Kathy Kee

Coming soon!

KEYNOTE

William M. Ferriter

What Does Progress-Driven Leadership Look Like in Action?

Instructional coaches possess deep insight into the strengths and weaknesses of collaborative teams, making them, in many ways, the most important leaders in any building. They bear responsibility for identifying next steps, even as teachers faced with new challenges begin to question just how doable those next steps really are. As Teresa Amabile and Steven Kramer demonstrate in *The Progress Principle* (2011), “the secret to amazing performance is empowering talented people to succeed at meaningful work” (p. 2). So how can you empower talented people to succeed at meaningful work? The key rests in creating the conditions that make real progress possible—a process introduced in this keynote presentation by Solution Tree author and associate William M. Ferriter.