Effective Coaching Institute
Madison, WI • September 30–October 2, 2026

Wednesday, September 30

7:00–8:00 a.m.	Registration and Continental Breakfast	Rooms TBD
8:00–9:45 a.m.	**Keynote**—Nicole S. Turner *When Coaching Feels Random: Build Coaching Clarity With the S.I.M.P.L.E. Blueprint*	
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	**Breakout Sessions**	See page 2.
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	**Breakout Sessions**	See page 2.
2:30–2:45 p.m.	Break	
2:45–3:45 p.m.	**Role-Alike Networking Session**—Participants with similar roles share successes and challenges they are experiencing.	
	Coaching PLCs—Michael J. Maffoni	
	Coaching Math—Mona Toncheff	
	Coaching SPED and Others—Matthew Treadway	
	Coaching ELA—Nicole S. Turner	

Thursday, October 1

7:00–8:00 a.m.	Registration and Continental Breakfast	Rooms TBD
8:00–9:45 a.m.	**Keynote**—Mona Toncheff *Dare to Be Bold: Disrupting Unproductive Mindsets Through Strengths-Based Coaching*	
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	**Breakout Sessions**	See page 2.
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	**Breakout Sessions**	See page 2.
2:30–2:45 p.m.	Break	
2:45–3:45 p.m.	**Tough Topics Forum**—Table groups work through the toughest coaching challenges in facilitated discussions..	

Friday, October 2

7:00–8:00 a.m.	Continental Breakfast	Rooms TBD
8:00–9:30 a.m.	**Breakout Sessions**	See page 2.
9:30–9:45 a.m.	Break	
9:45–11:45 a.m.	**Keynote**—Matthew Treadway *The Candy Bowl Principle: Coaching to Remove Barriers and Empower Teams*	

Breakout Sessions at a Glance

A red asterisk* indicates session will be repeated.
Rooms will be listed in blue beneath titles three weeks before the event.

Presenter	Wednesday, September 30		Thursday, October 1		Friday, October 2
	10:00–11:30 a.m.	1:00–2:30 p.m.	10:00–11:30 a.m.	1:00–2:30 p.m.	8:00–9:30 a.m.
Michael J. Maffoni	Amplify Your Impact: Coaching Teams for Results Room TBD	Coaching the "Uncoachables": What to Do When Teams and Teachers Resist* Room TBD	Feedback That Moves Practice: Coaching With Intention and Precision Room TBD	When Coaching Works: Coaching PLCs Through the Stages of Change Room TBD	Coaching the "Uncoachables": What to Do When Teams and Teachers Resist Room TBD
Mona Toncheff	Dealing With Resistance: Strategies for Coaching Conversations Room TBD	Coaching Teams: The Power of Instructional Feedback Room TBD	Coaching for Mathematical Rigor Room TBD	Coaching Moves That Strengthen Mathematics Instruction Room TBD	Leveraging Your Sphere of Influence to Impact Teaching and Learning Room TBD
Matthew Treadway	Coaching for Collaboration: Elevating Co-Teaching Partnerships Room TBD	Coaching Versus Other Assigned Duties: How to Balance All of the Hats We Wear Room TBD	Difficult Conversations: Don't Like Them, Can't Avoid Them Room TBD	From Zero to Trust: Establishing Coaching Credibility Room TBD	Using Formative Data: The Good, the Bad, and the Path to Better Instruction Room TBD
Nicole S. Turner	The Instructional Coaching Playbook: What Great Coaches Do on Purpose Room TBD	The Simple Strategy Notebook: Teach It, Try It, Track It Room TBD	Coaching at Every Level: Teams, Small Groups, and Individual Cycles Room TBD	Leader Moves That Make Coaching Work Room TBD	Stuck on What to Coach? Get Clear on the Right Coaching Focus Room TBD

Agenda is subject to change.

Session Descriptions—Day 1

Nicole S. Turner

When Coaching Feels Random: Build Coaching Clarity With the S.I.M.P.L.E. Blueprint

We're all here for our students, but lately the gap between effort and impact has grown. Teachers are working hard, and many schools still lack a clear, consistent support program that strengthens instruction in real classrooms. In this keynote, Nicole introduces the S.I.M.P.L.E. Blueprint, a practical framework for building a teacher support program that creates coaching clarity, alignment, and follow-through. Participants gain a simple roadmap for how leaders and coaches set the vision, identify the focus, map support, partner in learning, leverage impact, and equip everyone so coaching and professional learning lead to stronger Tier 1 instruction and better outcomes for students.

MORNING BREAKOUT SESSIONS

Michael J. Maffoni

Amplify Your Impact: Coaching Teams for Results

Strong PLCs are built through intentional coaching, not training alone. In this session, Michael J. Maffoni explores how coaching closes the knowing-doing gap and accelerates collaborative team effectiveness. Participants examine why coached teams go further faster through a practical, repeatable coaching cycle supported by targeted tools and just-in-time professional learning. Designed for leaders supporting PLC implementation, this session provides concrete strategies and coaching tools to move teams to best next practice.

Participants can expect to:
- Apply a clear coaching cycle to strengthen collaborative team practices.
- Practice using proven coaching tools to diagnose team needs and identify precise next steps.
- Explore "grab and grow" professional learning modules that are aligned to the five essential prerequisites of a PLC at Work.

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? In this session, 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 can expect to:
- Recognize common forms of resistance in coaching conversations.
- Practice high-leverage listening and questioning strategies that shift resistance toward growth.
- Use coaching protocols to facilitate conversations that strengthen teacher practice and student learning.

Matthew Treadway

Coaching for Collaboration: Elevating Co-Teaching Partnerships
Co-teaching is a growing practice that requires intentional support to thrive. Matthew Treadway guides participants in understanding how to coach co-teaching partnerships effectively. Participants explore strategies for fostering collaboration, addressing challenges, and moving from co-instructing to truly co-teaching.

Participants in this session:
- Identify and describe the key components of an effective co-teaching model.
- Evaluate the current practices of co-teaching teams in their school using the effective co-teaching model as a framework.
- Develop coaching strategies to support co-teaching teams in implementing effective practices.

Nicole S. Turner

The Instructional Coaching Playbook: What Great Coaches Do on Purpose
Coaching can feel like a thousand jobs at once. In this session, Nicole Turner brings clarity to the role. Participants learn the Simple CoachPath structure and how it helps coaches focus their time, protect their role, and move coaching from helping to achieving measurable growth. Participants identify the highest-leverage coaching moves for their current season and draft a simple plan for how they will show up for teachers and leaders.

Participants explore:
- A clear coaching scope and priorities
- A repeatable cycle for coaching work
- A simple plan to protect time for high-impact coaching

Michael J. Maffoni

Coaching the "Uncoachables": What to Do When Teams and Teachers Resist

Every coach encounters teams or individuals who resist feedback, hesitate to act, seek feedback, or are unwilling to engage in coaching. In this session, Michael J. Maffoni redefines the concept of the "uncoachable" and emphasizes the factors that influence receptivity, readiness, and willingness to improve. Using research and real coaching examples, participants examine the shared responsibility of both the coach and the coachee(s) in developing effective coaching relationships. Michael highlights how schools can shift from seeing coaching as optional to creating a culture where coaching is expected, supported, and connected to better practices and results.

Participants in this session:
- Understand coachability as a continuum of practice rather than a fixed trait and recognize how it impacts both team and individual development.
- Examine common obstacles to coachability.
- Identify conditions that foster a coaching culture where feedback, action, and improvement are normalized across all teams.

Mona Toncheff

Coaching Teams: The Power of Instructional Feedback

How can coaches work simultaneously with collaborative teams and individual teachers to strengthen instructional practices? Participants in this session explore the elements of impactful coaching cycles for both teachers and teams and the power of developmental feedback to facilitate professional growth and reflection. Participants examine the power of implementing targeted and quality feedback during a coaching cycle to impact instructional practices by learning how to build teacher capacity through coaching collaborative teams.

Participants can expect to:
- Identify key elements of effective coaching cycles for teachers and teams.
- Examine how targeted, developmental feedback strengthens instructional practice and reflection.
- Apply coaching strategies that build team capacity and improve instruction across classrooms.

Matthew Treadway

Coaching Versus Other Assigned Duties: How to Balance All of the Hats We Wear

Instructional coaches often juggle multiple responsibilities, from coaching to intervention to administrative tasks. Participants explore strategies to prioritize coaching, set boundaries, and support teachers in refining their instructional practices. Participants leave with a clearer

understanding of their coaching roles and a plan for balancing their diverse responsibilities effectively.

Participants in this session:
- Identify and understand the three primary roles of an instructional coach.
- Determine how and when to assume each coaching role to best support teacher growth and instructional improvement.
- Evaluate current time management practices and set goals for prioritizing coaching responsibilities effectively.

Nicole S. Turner

The Simple Strategy Notebook: Teach It, Try It, Track It
Most coaches and teachers have access to strategies, yet implementation remains inconsistent because the strategies never become usable plans during actual lesson time. Participants in this session write a Simple Strategy Notebook entry and create a repeatable system for turning any strategy into clear instructions. They learn the Simple Strategy mapping process to map the moves, teacher language, timing, and checks for understanding, then connect it to lesson planning using a coaching sprint structure and the P.A.R. Coaching Cycle. Together, participants create a strategy implementation plan that supports Tier 1 instruction, includes reteaching and adjustment pathways, and makes follow-through simple to coach, observe, and refine.

Session Descriptions—Day 2

KEYNOTE

Mona Toncheff

Dare to Be Bold: Disrupting Unproductive Mindsets Through Strengths-Based Coaching
How do coaches, teacher leaders, and site-level leaders boldly disrupt unproductive mindsets and practices to ensure every student experiences equitable, high-quality instruction? In this keynote, Mona Toncheff challenges leaders and coaches to rethink the role of coaching as a catalyst for belief shifts, professional growth, and instructional impact. Participants explore how courageous coaching conversations, asset-focused feedback, and intentional leadership actions can transform professional culture and accelerate student learning.

MORNING BREAKOUT SESSIONS

Michael J. Maffoni

Feedback That Moves Practice: Coaching With Intention and Precision
Feedback is crucial for improving practice, but not all feedback leads to growth. In this session, Michael J. Maffoni explores the coach's role in intentionally tailoring feedback based on a team's or individual's stage of development. Participants analyze how effective coaches go beyond a one-size-fits-all approach and make thoughtful decisions about what kind of feedback to give, when to give it, and how to deliver it to promote learning. Participants focus on understanding feedback as part of a coaching process—one that reduces defensiveness, fosters clarity, and helps teams progress toward stronger collaboration and ongoing improvement.

Participants in this session:
- Understand the difference between evaluative feedback and growth-oriented feedback and why this distinction matters.
- Examine how feedback needs evolve over time as teams and individuals develop.
- Recognize how coaches modify their feedback approaches to suit readiness, needs, and context.
- Learn how intentional feedback promotes future practices and enhances collective responsibility for improvement.

Mona Toncheff

Coaching for Mathematical Rigor
Mathematical rigor is not about making math harder, it is about ensuring students engage deeply with concepts, develop procedural fluency, and apply their learning in meaningful ways. Participants in this session explore what mathematical rigor looks like and how coaching conversations, feedback, and team collaboration can support teachers in designing and

facilitating rigorous mathematics lessons. Mona Toncheff shares practical coaching strategies that help teachers move beyond "when to teach" and focus on student thinking and evidence of learning.

Matthew Treadway

Difficult Conversations: Don't Like Them, Can't Avoid Them

In this session, Matthew Treadway leads participants through various scenarios that often present themselves in schools. Through those scenarios and the new learning presented in this session, participants navigate how to engage others in courageous and respectful conversations that lead to improved student learning.

Participants can expect to:
- Understand and apply the "why, who, how, do" protocol to approach difficult conversations effectively.
- Collaborate with peers to craft effective responses to challenging coaching conversations.
- Reflect on personal experiences with coaching conversations to identify strengths and areas for growth.

Nicole S. Turner

Coaching at Every Level: Teams, Small Groups, and Individual Cycles

One-size coaching does not fit every teacher or every goal. Participants in this session learn a differentiated, tiered coaching approach that includes collaborative teams, small skill groups, and individual coaching cycles. They practice choosing the right tier based on need, urgency, and impact, then build a simple weekly structure that protects time for the work that moves the needle.

Participants explore:
- A clear tiered model for coaching support
- Decision rules for placing support in the right tier
- A weekly structure that keeps coaching sustainable

AFTERNOON BREAKOUT SESSIONS

Michael J. Maffoni

When Coaching Works: Coaching PLCs Through the Stages of Change

Thriving PLCs are defined not by isolated strategies or technical structures but by the habits and routines that teams consistently practice over time. In this session, Michael J. Maffoni demonstrates the cultural shifts leaders and coaches must establish for coaching to be effective. Participants explore how schools transition from just *doing* PLCs to truly *being* PLCs by strengthening the habits that support ongoing improvement. Participants also explore how

learners move through predictable stages of change and how leaders and coaches can assess where teams or individuals are within that process so they can tailor support accordingly.

Participants in this session:
- Examine how teams and individuals move through stages of change as they learn and adopt new practices.
- Recognize how coaches assess readiness and current reality within the change process.
- Differentiate between coaching and leadership approaches to tailor support to a team's stage of development.

Mona Toncheff

Coaching Moves That Strengthen Mathematics Instruction
An effective mathematics coach knows which coaching moves directly impact instruction and student learning. Participants in this session explore what effective mathematics instruction looks like and learn coaching moves that support teacher teams in designing lessons that engage students in rigorous mathematics. Mona Toncheff shares practical tools and examples that help coaches guide mathematics teams toward improved instructional practices, increased teacher effectiveness, collective teacher efficacy, and classrooms that build students' mathematical identity and agency.

Matthew Treadway

From Zero to Trust: Establishing Coaching Credibility
Coaching credibility is essential for fostering trust and driving instructional improvement. Whether you're a new coach, transitioning from colleague to coach, or building relationships in a new school, Matthew Treadway helps participants establish credibility. Participants engage in discussions and activities that culminate in an actionable plan for building trust and influence as a coach.

Participants in this session:
- Identify strategies to build trust and rapport with teachers in their coaching role.
- Learn how to apply listening as a technique to build credibility and foster meaningful connections.
- Evaluate current coaching practices and develop a personalized action plan to enhance credibility and trust.

Nicole S. Turner

Leader Moves That Make Coaching Work
Coaching thrives when leaders create the conditions for it. In this session, Nicole Turner helps leaders clarify what to do, what to stop doing, and how to partner with coaches in ways that build trust with teachers. Participants learn practical leadership actions that strengthen coaching

systems, protect coaching time, and align feedback, walkthroughs, and professional development around a common instructional focus.

Participants explore:
- How leaders and coaches partner without confusion
- Leadership actions that protect coaching time

Session Descriptions—Day 3

Michael J. Maffoni

Coaching the "Uncoachables": What to Do When Teams and Teachers Resist

Every coach encounters teams or individuals who resist feedback, hesitate to act, seek feedback, or are unwilling to engage in coaching. In this session, Michael J. Maffoni redefines the concept of the "uncoachable" and emphasizes the factors that influence receptivity, readiness, and willingness to improve. Using research and real coaching examples, participants examine the shared responsibility of both the coach and the coachee(s) in developing effective coaching relationships. Michael highlights how schools can shift from seeing coaching as optional to creating a culture where coaching is expected, supported, and connected to better practices and results.

Participants in this session:
- Understand coachability as a continuum of practice rather than a fixed trait and recognize how it impacts both team and individual development.
- Examine common obstacles to coachability.
- Identify conditions that foster a coaching culture where feedback, action, and improvement are normalized across all teams.

Mona Toncheff

Leveraging Your Sphere of Influence to Impact Teaching and Learning

The status quo in education is not working for each and every learner. It may be time to shift and challenge current practices. Unfortunately, the fear of change and the resistance to it are often a roadblock. However, fear of change can be reduced when everyone sees themselves as leaders and agents of change in their spheres of influence. Participants in this session learn how coaches and leaders can empower those they serve to implement change. Mona Toncheff explores strategies participants can apply to leverage their sphere of influence for the learning growth of every student and adult in their school or district. Participants reflect on their own role as a coach and learn how to influence systemic school improvement.

Matthew Treadway

Using Formative Data: The Good, the Bad, and the Path to Better Instruction

In this session, Matthew Treadway leads participants in exploring how formative assessment data can be used to reflect on Tier 1 instruction and inform next steps. Coaches gain strategies to guide individuals and teams in analyzing data, fostering collective teacher efficacy, and driving instructional improvements.

Participants in this session:

- Understand what collective teacher efficacy is and its impact on instructional improvement.
- Identify strategies for teams to build collective teacher efficacy through the effective use of formative data.
- Reflect on current coaching practices and develop strategies to support teams in using formative data to improve instruction.

Nicole S. Turner

Stuck on What to Coach? Get Clear on the Right Coaching Focus

Coaches get pulled into everything, but teachers grow faster when coaching targets the right drivers. Participants in this session learn how to use the Simple GrowthPath to identify what to coach, name the next best step, and keep coaching focused on classroom outcomes. Participants learn a process for diagnosing needs, choosing a focus area, and setting a clear, doable growth target with teachers.

Participants explore:

- A simple way to identify the highest-leverage coaching focus
- How to set a clear next step that teachers can act on
- How to keep coaching aligned to growth and student outcomes

KEYNOTE

Matthew Treadway

The Candy Bowl Principle: Coaching to Remove Barriers and Empower Teams

How often do we overlook the small barriers that hold back progress? Pulling inspiration from the candy bowl principle analogy from *The Human Element* (Wiley 2021), Matthew Treadway explores how even the smallest obstacles can create significant challenges—and how coaches are uniquely positioned to help teams and teachers overcome them. Participants learn practical strategies to identify and remove barriers, streamline processes, and empower teams to take ownership of their growth. By shifting from problem solvers to capacity builders, coaches can create a culture where teams recognize and eliminate obstacles independently, ensuring lasting progress. Participants gain tools, insights, and a renewed focus on fostering empowerment through coaching.

Participants can expect to:

- Identify small barriers that hinder team and teacher progress and understand their impact on outcomes.
- Apply coaching strategies to collaboratively remove barriers and create pathways for success.
- Empower teams to recognize and eliminate their own barriers, fostering sustainable growth and independence.