



Fall 2021

Learner FIRST

Instructional Coaching Summit



September 21-22, 2021

**9:00 am - 3:00 pm
CENTRAL**



**Instructional Coaching
Summit**

Conference Program

firsteducation-us.com/coaching-summit-2021

Summit Overview

Tuesday, September 21

9:00 – 12:00 Central

Workshop with Amanda Brueggeman

*"Growing Your Impact on New Teachers
Through the Use of Student-Centered
Mentoring"*

12:00 – 12:45 Central
Lunch Break

12:45 – 1:00 Central

Purpose Setting for Roundtables

1:00 – 1:45 Central

Roundtable Sessions

1:45 – 2:00 Central
Break

2:00 – 2:45 Central

Roundtable Sessions

2:45 – 3:00 Central

Day 1 Closure

Wednesday, September 22

9:00 – 12:00 Central

Workshop with Jim Knight

"Better Conversations Workshop"

12:00 – 12:45 Central
Lunch Break

12:45 – 1:00 Central

Purpose Setting for Roundtables

1:00 – 1:45 Central

Roundtable Sessions

1:45 – 2:00 Central
Break

2:00 – 2:45 Central

Roundtable Sessions

2:45 – 3:00 Central

Day 2 Closure

Summit Roundtables

IMPORTANT INFORMATION

The afternoon of each day of the Summit will include two sessions of Roundtables. These Roundtables are designed to provide you with the opportunity to learn from and to network with your fellow coaches from all over the country. **The success of these sessions depends on you...the participants!**

During each session of Roundtables, there are “Featured” sessions that are presented by nationally recognized speakers and experts in their areas. There are also “Colleague” sessions that are presented by fellow coaches and Summit attendees who have volunteered to facilitate a conversation about a topic with which they have firsthand experience. We are so very grateful to all of our presenters and especially to our “Colleague” presenters for putting themselves out there and being willing to share their work!

In order to support your colleagues, and to ensure you get the most out of your Summit experience...

- **Please be an active participant in the roundtable discussions.** Many of us have had the experience of leading virtual professional learning and know how challenging it can be to encourage participation. Don't be afraid to share your thoughts during the roundtable sessions! Consider turning on your camera so your roundtable facilitator knows you are there.
- **Plan for the sessions you wish to attend.** Much like an in-person conference, our virtual summit will have capacity limits on the sessions in order to ensure productive discussions can occur. Read through the options, notice which sessions repeat (denoted with a ★), and have a backup option in mind for each session.
- **Update your Zoom before the Summit.** Attendees will self-selected and join the breakout room for the roundtable in which they wish to participate. [Click here for more information on how to select your own breakout room.](#) This requires version 5.3.0 or higher for the Desktop Client App or version 5.0.0 for the ChromeOS version. [To learn how to update your Zoom, click here.](#)

Roundtable Session Capacity Recommendations

Featured Roundtables	75
Featured Mini-Workshops	Unlimited
Colleague Roundtables	50

Roundtable Breakout Room Assignments

Tuesday, September 21, 2022

DAY 1

1:00 pm - 1:45 pm - Roundtable Session 1

Featured Roundtables

Room #		Room #	
FR-1 Max Capacity 75	“Facilitating Coaching Conversations around Standards Based Grading & Assessment Practices” with Becky Peppler	FR-3 Max Capacity 75	★ “Creating Trust for Coaching Teams” with Kathy Myles
FR-2 Max Capacity 75	★ “Hi! I’m new here!” with Amanda Ironside	FR-4 Max Capacity 75	“Ask Me Anything About Coaching Conversations” with Danica Lewis

Featured Mini-Workshop

Room #	
FMW-1 Unlimited Capacity	Coaching PLCs Part 1: Support Structures, Tool for Collaborative Teams to Create a Vision for Their Meetings and Goals with Garth Larson

Colleague Roundtables

Room #		Room #	
CR-1 Max Capacity 50	★ “Working with Mentors and New Colleagues to Onboard with Purpose” with Diane Collins, Instructional Coach from Wisconsin	CR-5 Max Capacity 50	★ “Effective Coach-Led Professional Development for Teachers” with Rebecca Osburn, Instructional Coach from Minnesota
CR-2 Max Capacity 50	★ “How to Coach Implementing SEL Practices with Teachers” with Nicole Mashock, Instructional Coach from Wisconsin	CR-6 Max Capacity 50	★ “Coaching Teachers with Culturally Responsive Practices in Mind” with Tony Boerger, Instructional Coach from Wisconsin
CR-3 Max Capacity 50	★ “Providing in the Moment Professional Development through Coaching Labs” with Megan Paulik, Instructional Coach from Wisconsin	CR-7 Max Capacity 50	★ “Leveraging Digital Tools for Both Coaching and Teaching” with Carrie Gardner, Secondary Instructional Coach from Kansas
CR-4 Max Capacity 50	★ “Creating Opportunities to Explore Curiosity” with Alyssa Jones, Instructional Coach from Illinois		

★ = *Session Repeats*

Roundtable Breakout Room Assignments

DAY 1

2:00 pm - 2:45 pm - Roundtable Session 2

Featured Roundtables

Room #		Room #	
FR-1 Max Capacity 75	"Hi! I'm new here!" with Amanda Ironside	FR-2 Max Capacity 75	"Ask Me Anything About Coaching for Standards-Aligned Instruction" with Danica Lewis

Featured Mini-Workshop

Room #		Room #	
FMW-1 Unlimited Capacity	"Coaching Techniques to Foster Individual and Collective Teacher Efficacy" with Jenni Donohoo	FMW-3 Unlimited Capacity	★ "Getting Going with Coaching" with Amy Lubben
FMW-2 Unlimited Capacity	"Coaching Through Trauma" with Dr. Lynne Shipley, Instructional Coach from Missouri		

Colleague Roundtables

Room #		Room #	
CR-1 Max Capacity 40	★ "Effective Literacy Interventions at the Secondary Level" with Nicole Hochholzer, Literacy Coach from Wisconsin	CR-5 Max Capacity 40	★ "Self-Paced Professional Development Platform for Teachers" with Erica Copeland, Instructional Coach from Indiana
CR-2 Max Capacity 40	★ "How to Coach Implementing SEL Practices with Teachers" with Nicole Mashock, Instructional Coach from Wisconsin	CR-6 Max Capacity 40	★ "Building Trust with Teachers" with Stuart Keogh, Instructional Coach from Texas
CR-3 Max Capacity 40	★ "Using Google Sites to Create a PD Website for Your Teachers" with Andrea Malloy, Instructional Coach and STEAM Instructor from Tennessee	CR-7 Max Capacity 40	★ "Providing in the Moment Professional Development through Coaching Labs" with Megan Paulik, Instructional Coach from Wisconsin
CR-4 Max Capacity 40	"Creating Opportunities to Explore Curiosity" with Alyssa Jones, Instructional Coach from Illinois		

★ = Session Repeats

Roundtable Breakout Room Assignments

Wednesday, September 22, 2022

DAY 2

1:00 pm - 1:45 pm - Roundtable Session 1

Featured Roundtables

Room #		Room #	
FR-1 Max Capacity 75	"Creating Trust for Coaching Teams" with Kathy Myles	FR-2 Max Capacity 75	★ "Goal Setting in a Student-Centered Coaching Model" with Jackie Amato
FR-3 Max Capacity 75	"Ask Me Anything About Developing Coaching Programs in a School or District" with Danica Lewis		

Featured Mini-Workshop

Room #	
FMW-1 Unlimited Capacity	"Coaching PLCs Part 2: Back to the Future, A Tool for Embedded Reflective Practice" with Garth Larson

Colleague Roundtables

Room #		Room #	
CR-1 Max Capacity 40	"Effective Literacy Interventions at the Secondary Level" with Nicole Hochholzer, Literacy Coach from Wisconsin	CR-5 Max Capacity 40	★ "Strengthening Coaching Connections: Ideas for Maintaining Equity and Connections with Building Leadership and Staff" with Ericka Thompson, Learning Design Specialist from Ohio
CR-2 Max Capacity 40	"Coaching Teachers with Culturally Responsive Practices in Mind" with Tony Boerger, Instructional Coach from Wisconsin	CR-6 Max Capacity 40	★ "The Power of Curiosity" with Daniel Scott, Instructional Coach from from Indiana
CR-3 Max Capacity 40	"Coaching Conversations: Rescuing or Scaffolding?" with Linda Kuhaupt, Literacy Coordinator from Wisconsin	CR-7 Max Capacity 40	"Professional Development Spirals" with Kelly Luedeke, District Literacy Coordinator from Wisconsin
CR-4 Max Capacity 40	"Using Google Sites to Create a PD Website for Your Teachers" with Andrea Malloy, Instructional Coach and STEAM Instructor from Tennessee	CR-8 Max Capacity 40	"How to Coach Implementing SEL Practices with Teachers" with Nicole Mashock, Instructional Coach from Wisconsin

★ = Session Repeats

Roundtable Breakout Room Assignments

DAY 2

2:00 pm - 2:45 pm - Roundtable Session 2

Featured Roundtables

Room #		Room #	
FR-1 Max Capacity 75	"Coaching for Self-Efficacy" with Greg Wolcott	FR-2 Max Capacity 75	"Goal Setting in a Student-Centered Coaching Model" with Jackie Amato
FR-3 Max Capacity 75	"Ask Me Anything About Principal and Coach Partnerships" with Danica Lewis		

Featured Mini-Workshop

Room #	
FMW-1 Unlimited Capacity	"Getting Going with Coaching" with Amy Lubben

Colleague Roundtables

Room #		Room #	
CR-1 Max Capacity 40	"Coach-Led Professional Development for Teachers" with Rebecca Osburn, Instructional Coach from Minnesota	CR-5 Max Capacity 40	"Strengthening Coaching Connections: Ideas for Maintaining Equity and Connections with Building Leadership and Staff" with Ericka Thompson, Learning Design Specialist from Ohio
CR-2 Max Capacity 40	"Self-Paced Professional Development Platform for Teachers" with Erica Copeland, Instructional Coach from Indiana	CR-6 Max Capacity 40	"The Power of Curiosity" with Daniel Scott, Instructional Coach from Indiana
CR-3 Max Capacity 40	"Building Trust with Teachers" with Stuart Keogh, Instructional Coach from Texas	CR-7 Max Capacity 40	"Graphic Organizers/Strategies for Reading Across All Disciplines" with Nicole Hochholzer, Literacy Coach from Wisconsin
CR-4 Max Capacity 40	"Leveraging Digital Tools for Both Coaching and Teaching" with Carrie Gardner, Secondary Instructional Coach from Kansas	CR-8 Max Capacity 40	"Working with Mentors and New Colleagues to Onboard with Purpose" with Diane Collins, Instructional Coach from Wisconsin

DETAILED AGENDA

Day 1

Tuesday, September 21, 2022

9:00 am - 12:00 pm

Morning Workshop - Amanda Brueggeman



Growing Your Impact on New Teachers Through the Use of Student-Centered Mentoring

Student-Centered Mentoring is a collaborative approach to support mentees that focuses heavily on the impact of students' learning. In this session, you will learn strategies for blending the student-centered philosophy with your current methods. Guidance in how to best approach conversations and tips for providing feedback will be covered for building supportive partnerships with beginning teachers. We will also explore Mentor Coaching Cycles that can be used to strengthen collective efficacy and broaden the impact on more than just new teachers, while doubling the impact of students.

Learning Outcomes:

- Examine the Student-Centered Mentoring approach and how to balance support for mentees and mentors
- Explore the connection of support and feedback in order to communicate effectively with mentees
- Develop an understanding of supporting both mentees and mentors through Mentor Coaching Cycles

12:00 - 12:45 LUNCH

DETAILED AGENDA - Day 1

Tuesday, September 21, 2022

12:45 pm - 1:00 pm

Purpose Setting for Afternoon Sessions

1:00 pm - 1:45 pm

Roundtable Session 1

Featured Roundtables

FR-1 **“Facilitating Coaching Conversations around Standards Based Grading & Assessment Practices”** with Becky Peppler

How can Instructional Coaches provide the support that teachers need in order to be successful with their work to align grading, assessment, and instruction to the standards? During this roundtable, we will explore a number of common challenges and discuss how coaching can be leveraged to best support teachers and their improvement of assessment and grading practices.

★ **“Creating Trust for Coaching Teams”** with Kathy Myles

FR-3 *Trust is the cornerstone of any successful relationship. When it comes to coaching teachers and teams, significant progress cannot be made without significant trust. During this roundtable, we will discuss moves that coaches can make to build and strengthen trust.*

★ **“Hi! I’m new here!”** with Amanda Ironside

FR-2 *Launching coaching as a new coach or when coaching is new to a school can be a challenge! During this roundtable, experienced coach, Amanda Ironside, will share tips and ideas and provide an opportunity for you to share ideas with your gathered colleagues.*

Featured Mini-Workshop

FMW-1 **“Coaching PLCs Part 1: Support Structures, Tool for Collaborative Teams to Create a Vision for Their Meetings and Goals”** with Garth Larson

During this mini-workshop, Dr. Garth Larson will walk participants through the PLC 2.0 Tool, Support Structures, Preparing for Impact. This interactive mini-workshop will provide each person with a tool that helps coaches and leaders use a process called create inversion to create a vision for the best collaborative meetings and individual coaching sessions. Participants will walk away from this session feeling confident in their ability to help teams know what success looks like in their PLCs.

Colleague Roundtables

★ **“Working with Mentors and New Colleagues to Onboard with Purpose”** with Diane Collins, Instructional Coach from Wisconsin

Districts know that having systems of support in place when we onboarding our new teachers is essential to keeping them. As a coaching team, leading, inspiring and creating a collaborative environment was a goal for our school district. We began training our mentors as well as our new staff and have had great success.

★ **“Effective Coach-Led Professional Development for Teachers”** with Rebecca Osburn, Instructional Coach from Minnesota

Leading professional learning is often a major part of the instructional coaching role. How can you, as a coach, differentiate that professional learning to ensure that the needs of each teacher are considered and met. This roundtable will explore models and topics of coach-led professional learning and will give participants an opportunity to consider how they might increase the effectiveness of the supports they provide teachers.

DETAILED AGENDA - Day 1

Tuesday, September 21, 2022

1:00 pm - 1:45 pm

Roundtable Session 1 - *continued*

Colleague Roundtables (*continued*)

- ★
CR-2 **“How to Coach Implementing SEL Practices with Teachers”** with Nicole Mashock, Instructional Coach from Wisconsin

Teachers know that social emotional learning is essential in a classroom, but often struggle in finding the time and the value of implementing ways to increase their relationships with students, enhance students relationship skills, and activate students self management and self awareness. As a coach, leading teachers through how to implement these SEL practices is essential to increasing student engagement, autonomy, and self-regulation as well as creating more joy and less burnout for teachers.

- ★
CR-3 **“Providing in the Moment Professional Development through Coaching Labs”** with Megan Paulik, Instructional Coach from Wisconsin

Providing professional development is crucial to the work we do as instructional coaches, however often we struggle to provide in the moment experiences for teachers to practice their learning. Through the use of Team meetings/ PLC grade level time teachers experienced modeling by the instructional coach and a debrief as well as the hands-on ability to practice a new professional development topic in the moment alongside their colleagues and coaches with students.

- ★
CR-4 **“Creating Opportunities to Explore Curiosity”** with Alyssa Jones, Instructional Coach from Illinois

Curiosity is not only about learning new information; it is about trying to understand & appreciate one another. Collective teacher efficacy is the belief that teachers can more positively impact the learning of their students if they work as a team. Walt Whitman said, "Be curious, not judgmental". So what would happen if we replaced our judgments with curiosity? What would that world look like? And what would a workplace like that feel like? Our staff has been working through how we can be curious, not judgmental as we work with our students AND as we work with each other as a staff/team. The more we learn about something, the more we open ourselves up to different points of view, and the more we question, the more truths and wisdoms we will learn.

- ★
CR-6 **“Coaching Teachers with Culturally Responsive Practices in Mind”** with Tony Boerger, Instructional Coach from Wisconsin

This roundtable session will explore the ways in which coaches can engage with teachers from a Culturally Responsive lens. Tony was a Social Studies Teacher for 27 years, has been recognized as an Act 31 Exemplar by the DPI and the University of Wisconsin, and has presented on this topic at the Wisconsin Summer Indian Institute and at the University of Wisconsin-Eau Claire Cultural Awareness Seminar Series. Entering conversations from a culturally responsive lens is more important than ever with the growing field of Epigenetics and the greater need for cultural understanding and sensitivity.

- ★
CR-7 **“Leveraging Digital Tools for Both Coaching and Teaching”** with Carrie Gardner, Secondary Instructional Coach from Kansas

Tech-savvy or not, the pandemic forced us to become very reliant on digital tools. Now that many of us are back in person these tools may no longer seem necessary, yet there is still great value in continue to leverage these tools. During this roundtable, we will discuss how we can support teachers in transitioning these tools from being pandemic tools to being face-to-face tools to enhance the learning experience within their classrooms as well as how we can leverage these tools to help us in our coaching role.

1:45 - 2:00 BREAK

DETAILED AGENDA - Day 1

Tuesday, September 21, 2022

2:00 pm - 2:45 pm

Roundtable Session 2

Featured Roundtable

FR-1

“Hi! I’m new here!” with Amanda Ironside

Launching coaching as a new coach or when coaching is new to a school can be a challenge! During this roundtable, experienced coach, Amanda Ironside, will share tips and ideas and provide an opportunity for you to share ideas with your gathered colleagues.

Featured Mini-Workshops

FMW-1

“Coaching Techniques to Foster Individual and Collective Teacher Efficacy” with Jenni Donohoo

In this mini-workshop, participants will learn how teachers and teams form beliefs about what they are capable and not capable of accomplishing and how these beliefs come to fruition in their practice. A strong sense of efficacy helps individuals and groups overcome challenges and leads to better outcomes in schools. Coaches will learn how to help develop efficacy as part of their coaching practice.

★

FMW-3

“Getting Going with Coaching” with Amy Lubben

You’ve attended coaching trainings. You’ve read coaching books. The only thing left to do is...coach! But, getting started in a new school, or a new role, or even just a new year can be tricky. During this mini-workshop, experienced coach, Amy Lubben will share tips, tools, and tricks for making this year of coaching the best yet!

FMW-2

“Coaching Through Trauma” with Dr. Lynne Shipley, Instructional Coach from Missouri

This conversation centers around coaching when one is going through a traumatic period, and working with colleagues who are experiencing trauma. As a coach through the pandemic, and coaching through personal loss, it was important to use proactive communication skills with all stakeholders in the educational environment. Although most coaches are adept and knowledgeable about what works when confronted with traumatic situations, it is another thing to skillfully compartmentalize without sacrificing well being and professional expectations. We will discuss the many tools available and put them into context for practice when confronted with challenging situations in the workplace or in our personal lives.

Colleague Roundtables

★

CR-1

“Effective Literacy Interventions at the Secondary Level” with Nicole Hochholzer, Literacy Coach from Wisconsin

Lots of high school intervention programs promise huge gains, but oftentimes these also involve expensive software and rigid parameters. Kaukauna High School's Literacy Data Team has developed a comprehensive range of options to boost reading for their very lowest to their high-achieving students. Using Comprehensive Focus Groups (CFG's) for both regular and special education students, as well as College Prep courses, has helped more students at KHS improve their reading abilities.

CR-4

“Creating Opportunities to Explore Curiosity” with Alyssa Jones, Instructional Coach from Illinois

Curiosity is not only about learning new information; it is about trying to understand & appreciate one another. Collective teacher efficacy is the belief that teachers can more positively impact the learning of their students if they work as a team. Walt Whitman said, "Be curious, not judgmental". So what would happen if we replaced our judgments with curiosity? What would that world look like? And what would a workplace like that feel like? Our staff has been working through how we can be curious, not judgmental as we work with our students AND as we work with each other as a staff/team. The more we learn about something, the more we open ourselves up to different points of view, and the more we question, the more truths and wisdoms we will learn.

DETAILED AGENDA - Day 1

Tuesday, September 21, 2022

2:00 pm - 2:45 pm

Roundtable Session 2 - *continued*

Colleague Roundtables (*continued*)

★
CR-3

“Using Google Sites to Create a PD Website for Your Teachers” with Andrea Malloy, Instructional Coach and STEAM Instructor from Tennessee

As we provide resources for our teachers such as videos, documents, links, and more, having one place to organize it and make readily available for them to access has proven incredibly helpful for our faculty. Creating a Google site for all things PD has allowed some aspects of coaching to be flipped, allowing more time for coaches to meet one-on-one with teachers.

★
CR-5

“Self-Paced Professional Development Platform for Teachers” with Erica Copeland, Instructional Coach from Indiana

We have developed a professional development platform that allows teachers to receive trainings at their own pace. We cover many topics and add to them every year. Teachers collaborate and share ideas during their sessions. At the end of each self-paced session teachers receive a professional development certificate. It is a great platform for new and veteran teachers to utilize.

★
CR-6

“Building Trust with Teachers” with Stuart Keogh, Instructional Coach from Texas

The model we use in our district is a pull in model where we can't get into a teacher's classroom without that invitation. Building that trusting relationship has to happen before any coaching can. Let's talk about how that trust can be built.

★
CR-2

“How to Coach Implementing SEL Practices with Teachers” with Nicole Mashock, Instructional Coach from Wisconsin

Teachers know that social emotional learning is essential in a classroom, but often struggle in finding the time and the value of implementing ways to increase their relationships with students, enhance students relationship skills, and activate students self management and self awareness. As a coach, leading teachers through how to implement these SEL practices is essential to increasing student engagement, autonomy, and self-regulation as well as creating more joy and less burnout for teachers.

★
CR-7

“Providing in the Moment Professional Development through Coaching Labs” with Megan Paulik, Instructional Coach from Wisconsin

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2:45 pm - 3:00 pm

Day 1 Closure

DETAILED AGENDA

Day 2

Wednesday, September 22, 2022

9:00 am - 12:00 pm

Jim Knight

Better Conversations Workshop

Effective coaches, leaders, and educators communicate their message clearly, build healthy emotional connections with others, and maneuver through emotionally complex situations in ways that allow them to speak the truth so that it will be heard. This interactive workshop introduces the 6 beliefs and 10 habits that promote healthy and productive relationships.

Better Conversations Habits:

- Demonstrating Empathy
- Listening with Empathy
- Fostering Dialogue
- Asking Better Questions
- Making Emotional Connections
- Being a Witness to the Good
- Finding Common Ground
- Controlling Toxic Emotions
- Redirecting Toxic Conversations
- Building Trust



12:00 - 12:45 LUNCH

DETAILED AGENDA - Day 2

Wednesday, September 22, 2022

12:45 pm - 1:00 pm

Purpose Setting for Afternoon Sessions

1:00 pm - 1:45 pm

Roundtable Session 1

Featured Roundtables

FR-1 **“Creating Trust for Coaching Teams”** with Kathy Myles

Trust is the cornerstone of any successful relationship. When it comes to coaching teachers and teams, significant progress cannot be made without significant trust. During this roundtable, we will discuss moves that coaches can make to build and strengthen trust.

★ **“Goal Setting in a Student-Centered Coaching Model”** with Jackie Amato

FR-2

How can goal setting enhance the outcomes in a student-centered coaching approach? How can goals ensure that the focus of coaching is, always, student learning? During this roundtable, experienced coach, Jackie Amato, will share ideas for goal setting and will facilitate a dialogue amongst attendees about how to make it happen!

Featured Mini-Workshop

FMW-1 **“Coaching PLCs Part 2: Back to the Future, A Tool for Embedded Reflective Practice”** with Garth Larson

During this mini-workshop, Dr. Garth Larson will guide participants through the PLC 2.0 Tool, Back to the Future. Dr. Jenni Donohoo, the world thought leader on Collective Teacher Efficacy has identified 5 conditions in schools that lead to a stronger sense of Collective Teacher Efficacy. One of those conditions for schools is grounded in embedded reflective practice. This interactive mini-workshop will provide each person with a tool that helps teams reflect on a past situation (mini-lesson, assessment, COVID learning) through multiple perspectives. During that reflective practice, coaches and leaders will then learn how to take the best of those scenarios and prioritize that for future goals in their PLCs.

Colleague Roundtables

CR-1 **“Effective Literacy Interventions at the Secondary Level”** with Nicole Hochholzer, Literacy Coach from Wisconsin

Lots of high school intervention programs promise huge gains, but oftentimes these also involve expensive software and rigid parameters. Kaukauna High School's Literacy Data Team has developed a comprehensive range of options to boost reading for their very lowest to their high-achieving students. Using Comprehensive Focus Groups (CFG's) for both regular and special education students, as well as College Prep courses, has helped more students at KHS improve their reading abilities.

CR-2 **“Coaching Teachers with Culturally Responsive Practices in Mind”** with Tony Boerger, Instructional Coach from Wisconsin

This roundtable session will explore the ways in which coaches can engage with teachers from a Culturally Responsive lens. Tony was a Social Studies Teacher for 27 years, has been recognized as an Act 31 Exemplar by the DPI and the University of Wisconsin, and has presented on this topic at the Wisconsin Summer Indian Institute and at the University of Wisconsin-Eau Claire Cultural Awareness Seminar Series. Entering conversations from a culturally responsive lens is more important than ever with the growing field of Epigenetics and the greater need for cultural understanding and sensitivity.

★ = Session Repeats

DETAILED AGENDA - Day 2

Wednesday, September 22, 2022

1:00 pm - 1:45 pm

Roundtable Session 1 - *continued*

Colleague Roundtables (*continued*)

CR-3 **“Coaching Conversations: Rescuing or Scaffolding?”** with Linda Kuhaupt, Literacy Coordinator from Wisconsin

Often, in coaching conversations, coaches are “doing the work” of considering next best steps in moving student learning forward, rather than guiding and supporting the teacher to do this work. This roundtable will explore the connection of Teacher Scaffolding for Student Regulation and Coach Scaffolding for Teacher Regulation. What is the Scale of Coach Help based on where the teacher is in their instructional practice?

CR-4 **“Using Google Sites to Create a PD Website for Your Teachers”** with Andrea Malloy, Instructional Coach and STEAM Instructor from Tennessee

As we provide resources for our teachers such as videos, documents, links, and more, having one place to organize it and make readily available for them to access has proven incredibly helpful for our faculty. Creating a Google site for all things PD has allowed some aspects of coaching to be flipped, allowing more time for coaches to meet one-on-one with teachers.

★ CR-5 **“Strengthening Coaching Connections: Ideas for Maintaining Equity and Connections with Building Leadership and Staff”** with Ericka Thompson, Learning Design Specialist from Ohio

In a time where equity is lacking in many areas, we found that we needed to make sure it wasn't lacking in how we met the needs of the Forest Hills staff. As district learning design specialists, our goal this year is to make sure we are strengthening the relationships we have with the principals and teachers in each building, while at the same time ensuring that everyone feels LDS support. We have put some things into place over the last two years to aide in this approach, and we are adding more this year to create stronger connections. During this roundtable, we will share and collaborate on how time is being managed, resources are being provided, connections are being strengthening, and how equity is being maintained.

★ CR-6 **“The Power of Curiosity”** with Daniel Scott, Instructional Coach from Indiana

Based off of Michael Bungay Stanier's work, staying curious just a little bit longer has been powerful in allowing teachers, staff, and students to share what the real challenges are. This curiosity allows the coach to consider how they can help (or tell me what support looks like, Brene Brown), and to find other information directly/indirectly. This plays a critical role in informal conversations, in building-wide teams, and in district-wide coaches' meetings to seek out understanding before providing any type of advice or direction.

CR-7 **“Professional Development Spirals”** with Kelly Luedeke, District Literacy Coordinator from Wisconsin

Professional development is not effective when it is a one and done event. So how do schools keep the learning going throughout the school year so that teachers can refine their craft? This session will show how to align professional development with collaboration and coaching using a professional development spiral approach.

CR-8 **“How to Coach Implementing SEL Practices with Teachers”** with Nicole Mashock, Instructional Coach from Wisconsin

Teachers know that social emotional learning is essential in a classroom, but often struggle in finding the time and the value of implementing ways to increase their relationships with students, enhance students relationship skills, and activate students self management and self awareness. As a coach, leading teachers through how to implement these SEL practices is essential to increasing student engagement, autonomy, and self-regulation as well as creating more joy and less burnout for teachers.

1:45 pm - 2:00 pm BREAK

DETAILED AGENDA - Day 2

Wednesday, September 22, 2022

2:00 pm - 2:45 pm **Roundtable Session 2**

Featured Roundtables

FR-1 **“Coaching for Self-Efficacy”** with Greg Wolcott

A well-developed sense of self-efficacy allows teachers to take risks in the classroom and to make the instructional moves that are necessary to more effectively meet the needs of kids. Coaching can be leveraged as a powerful tool in supporting the development of self-efficacy. In this roundtable, we will explore the intentional moves a coach can make to allow teachers to strengthen their self-efficacy.

FR-2 **“Goal Setting in a Student-Centered Coaching Model”** with Jackie Amato

How can goal setting enhance the outcomes in a student-centered coaching approach? How can goals ensure that the focus of coaching is, always, student learning? During this roundtable, experienced coach, Jackie Amato, will share ideas for goal setting and will facilitate a dialogue amongst attendees about how to make it happen!

Featured Mini-Workshop

FMW-1 **“Getting Going with Coaching”** with Amy Lubben

You’ve attended coaching trainings. You’ve read coaching books. The only thing left to do is...coach! But, getting started in a new school, or a new role, or even just a new year can be tricky. During this mini-workshop, experienced coach, Amy Lubben will share tips, tools, and tricks for making this year of coaching the best yet!

Colleague Roundtables

CR-1 **“Coach-Led Professional Development for Teachers”** with Rebecca Osburn, Instructional Coach from Minnesota

Leading professional learning is often a major part of the instructional coaching role. How can you, as a coach, differentiate that professional learning to ensure that the needs of each teacher are considered and met. This roundtable will explore models and topics of coach-led professional learning and will give participants an opportunity to consider how they might increase the effectiveness of the supports they provide teachers.

CR-5 **“Strengthening Coaching Connections: Ideas for Maintaining Equity and Connections with Building Leadership and Staff”** with Ericka Thompson, Learning Design Specialist from Ohio

In a time where equity is lacking in many areas, we found that we needed to make sure it wasn't lacking in how we met the needs of the Forest Hills staff. As district learning design specialists, our goal this year is to make sure we are strengthening the relationships we have with the principals and teachers in each building, while at the same time ensuring that everyone feels LDS support. We have put some things into place over the last two years to aide in this approach, and we are adding more this year to create stronger connections. During this roundtable, we will share and collaborate on how time is being managed, resources are being provided, connections are being strengthening, and how equity is being maintained.

DETAILED AGENDA - Day 2

Wednesday, September 22, 2022

2:00 pm - 2:45 pm **Roundtable Session 2 - *continued***

Colleague Roundtables (*continued*)

CR-2 **“Self-Paced Professional Development Platform for Teachers”** with Erica Copeland, Instructional Coach from Indiana

We have developed a professional development platform that allows teachers to receive trainings at their own pace. We cover many topics and add to them every year. Teachers collaborate and share ideas during their sessions. At the end of each self-paced session teachers receive a professional development certificate. It is a great platform for new and veteran teachers to utilize.

CR-3 **“Building Trust with Teachers”** with Stuart Keogh, Instructional Coach from Texas

The model we use in our district is a pull in model where we can't get into a teacher's classroom without that invitation. Building that trusting relationship has to happen before any coaching can. Let's talk about how that trust can be built.

CR-4 **“Leveraging Digital Tools for Both Coaching and Teaching”** with Carrie Gardner, Secondary Instructional Coach from Kansas

Tech-savvy or not, the pandemic forced us to become very reliant on digital tools. Now that many of us are back in person these tools may no longer seem necessary, yet there is still great value in continue to leverage these tools. During this roundtable, we will discuss how we can support teachers in transitioning these tools from being pandemic tools to being face-to-face tools to enhance the learning experience within their classrooms as well as how we can leverage these tools to help us in our coaching role.

CR-6 **“The Power of Curiosity”** with Daniel Scott, Instructional Coach from from Indiana

Based off of Michael Bungay Stanier's work, staying curious just a little bit longer has been powerful in allowing teachers, staff, and students to share what the real challenges are. This curiosity allows the coach to consider how they can help (or tell me what support looks like, Brene Brown), and to find other information directly/indirectly. This plays a critical role in informal conversations, in building-wide teams, and in district-wide coaches' meetings to seek out understanding before providing any type of advice or direction.

CR-8 **“Working with Mentors and New Colleagues to Onboard with Purpose”** with Diane Collins, Instructional Coach from Wisconsin

Districts know that having systems of support in place when we onboarding our new teachers is essential to keeping them. As a coaching team, leading, inspiring and creating a collaborative environment was a goal for our school district. We began training our mentors as well as our new staff and have had great success.

CR-7 **“Graphic Organizers/Strategies for Reading Across All Disciplines”** with Nicole Hochholzer, Literacy Coach from Wisconsin

Let's fill up our coaching bag of tricks with some graphic organizers and other strategies that can enhance reading across all disciplines. During this session, we will discuss a variety of strategies that can be shared with teachers to improve the reading skills of secondary students.

2:45 pm - 3:00 pm **Day 2 Closure**

Conference Presenters

Morning Workshop Speakers

Amanda Brueggeman



Amanda Brueggeman, Ed.D. is a literacy coach and consultant with over 17 years in education. She grew up on a farm in Southeast Missouri, working her way to the suburbs of St. Louis, MO, where she taught at Valley Park and Wentzville for ten years prior to being a coach. Her passions include literacy and collective efficacy in relation to working with new teachers and mentors. Amanda is the author of the upcoming book, *Student-Centered Mentoring* (forthcoming 2022).

Amanda obtained her teaching degree in Elementary Education at Southeast Missouri State University. She earned her MA in Educational Technology from the University of Missouri and is certified as a Student-Centered Coaching Consultant. Amanda holds her Doctorate in Teacher Leadership from Maryville University, where she is also an adjunct professor for the Education Department.

Jim Knight



Jim Knight, Senior Partner of ICG, is a research associate at the University of Kansas Center for Research on Learning. He has spent more than two decades studying instructional coaching, writing several books on the topic. Jim's articles on instructional coaching have been included in publications such as *The Journal of Staff Development*, *Principal Leadership*, *The School Administrator*, and *Teachers Teaching Teachers*. Jim directs several research projects, including *Pathways to Success*, a comprehensive, district-wide school reform project in the Topeka, Kansas, School District. Jim also leads the Intensive Instructional Coaching Institutes and the Teaching Learning Coaching annual conference. Jim has presented and consulted in more than 40 states, most Canadian provinces, and around the world. He has also won several university teaching, innovation, and service awards.

Conference Presenters

Featured Session Presenters

Jackie Amato

Jackie Amato has 32 years of experience in education as a 4th and 5th grade teacher, math interventionist, teacher of gifted & talented students and as an instructional coach. She is currently the District Math Coordinator and Elementary Math Coach for the Menasha Joint School District in Northeastern Wisconsin. Jackie also serves as a Math Recovery and Math Learning Center Leader providing professional development to educators across the nation. Jackie enjoys collaborating with teachers to improve student achievement through a student-centered coaching approach.

Jenni Donohoo

Jenni Donohoo, PhD, is a four-time, best-selling author and professional learning facilitator with more than 20 years experience in leading school change. Jenni completed her doctorate in 2010. Her dissertation focused on fostering metacognition in adolescent students. Jenni is the past president of Learning Forward Ontario. Jenni has been a keynote speaker at conferences including the Annual Visible Learning Conference, Corwin's Women in Education Conference, and the LEAP Conference in Australia. She has also presented breakout sessions at numerous conferences and in school districts across the United States and Canada.

Amanda Ironside

Amanda Ironside has 20 years of experience in public education in which she has enjoyed working as an elementary teacher, math interventionist, gifted & talented teacher and instructional coach. Currently, she is the Gifted & Talented Coordinator for the Menasha Joint School District located in Wisconsin. Amanda is an instructional leader, focusing on curriculum development and enhancing educational pedagogy in order to meet the diverse needs of all students. Amanda has extensive experience coaching and collaborating with teachers and students so that their unique academic and instructional needs are met through extensions and support when appropriate.

Garth Larson

Garth Larson, Ed.D is the Co-Founder and President of FIRST Educational Resources. Garth has previously worked as the Director of Learning for the Winneconne Community School District in northeast Wisconsin, was an elementary principal in two separate buildings and started his career in education as a high school speech and English teacher. In 2011, Garth formed Wisconsin Educational Resources (now FIRST) with a focus on improving student achievement across the United States. Since 2011, over 1600 school districts throughout the globe have become partnership districts with his company. Garth currently consults to school districts around the world and provides customized professional development around a variety of topics, mainly Professional Learning Communities 2.0, Learning-Centered Grading Practices, Leadership and School Improvement and Response to Intervention. Garth is also the co-author of PLC 2.0: Collaborating for Observable Impact in Today's Schools with co-author Cale Birk, Collaborative Systems of Support: Learning for ALL with co-authors Tom Hierck and Chris Weber, Target-Based Grading in Collaborative Teams: 13 Steps to Moving Beyond Standards with co-author Tom Hierck, Grading for Impact: Raising Student Achievement through a Target-Based Assessment and Learning System and PLC 2.0: Collaborating for Observable Impact in Today's Schools.

Danica Lewis

Danica Lewis has over 20 years of experience in schools, serving as an elementary teacher, an instructional coach, and later as a school and district administrator, including school building leadership, early childhood leadership, special education leadership, and curriculum & assessment leadership in urban and suburban schools. Danica led the implementation of standards-aligned instruction, assessment, and grading as both a district-level and building-level administrator. Danica facilitates powerful professional learning around literacy, standards-aligned instruction and assessment, rigorous teaching, data analysis, and professional learning community leadership. In 2017, the Wisconsin Association for Supervision and Curriculum Development recognized Danica as the "Instructional Leader of the Year" for the State of Wisconsin.

Conference Presenters

Featured Session Presenters

Amy Lubben



Amy Lubben has worked in education for 20 years. She taught Special Education (K-5), was a 5th grade classroom teacher, and a 4th/5th grade multi-age classroom. Amy is a Math Recovery Specialist. Amy has instructional coaching experience supporting teachers K-12 to implement best practices in literacy education and disciplinary literacy, along with analyzing data for student growth and success. Amy enjoys collaborating with teachers and coaches to cultivate teacher leadership and create positive learning experiences for all students.

Kathy Myles



Kathy Myles, MA, served public educators, families and students as a statewide professional development specialist and systems coach. A highly innovative, caring instructional leader demonstrating proficiency in building individual and collective capacity Kathy has been a classroom teacher, PreK-12 site and district level administrator and adjunct instructor for Cardinal Stritch University and Milwaukee School of Engineering. Understanding the collective effort needed, Kathy utilizes strategies intended to ensure a positive adult culture while staying true to the vision and mission of the organization; preserving the community's confidence in education and the educational process in addition to collaborating with colleagues and other stakeholders to ensure resiliency and compassion for ourselves and others.

Becky Peppler



Becky Peppler has 14 years of professional experience in public education. Becky served as a teacher and later as a 6-12 Instructional Coach with a focus on supporting teachers in the classroom on a daily basis. She was awarded the Excellence in Science Education Award for the state of Wisconsin, and the Wisconsin Science Education Leadership Association (WSELA). Becky has a passion for designing meaningful assessments, aligning assessments to targets, target based learning implementation, building social and emotional skills and ensuring that all students continue to learn at high levels.

Dr. Lynne D. Shipley



Dr. Lynne D. Shipley has been an educator for 18 years. A current instructional coach and former director, department chair, team lead, and classroom teacher, she has held many leadership positions across districts in Kansas City and Washington, DC. Her personal philosophy stems from using culturally relevant principles and practices to create safe classroom environments where students and teachers thrive. As a passionate advocate of differentiated coaching methodologies, Dr. Shipley has worked with teachers who have been confronted by challenging issues and continued to make positive contributions to their classrooms, schools and craft.

Greg Wolcott



Greg currently serves as the Assistant Superintendent for Teaching and Learning in Woodridge School District 68. As an educator in the Chicagoland area for over 20 years, Greg is passionate about developing opportunities for all students to succeed as well as finding ways for all teachers and staff members to utilize their strengths to maximize the learning of each and every child whom they interact with on a daily basis. Greg consults throughout the United States and Canada on a variety of subjects including social emotional learning, developing innovative practices in the classroom to engage all learners, formative assessment to drive instruction, multi-tiered systems of success, and data usage for school improvement. Greg is also the author, of FIRST Educational Resources' best-selling book, Significant 72: Unleashing the Power of Relationships in Today's School