

## HIGHLIGHTED SESSIONS ON ADVANCING COACHING

**Saturday, December 1**

**9:00 a.m. – 4:00 p.m.**

### **PC111 | Coaching, Planning, and Video Artifacts: Within a System**

Planning for instruction and conferring are at the heart of content-focused coaching—the time during which two professionals collaboratively study artifacts of practice to glean insights that advance pedagogy. Join us to study key coaching practices that lay the groundwork for deep and specific planning conferences. Video artifacts, for example, ground coach and teacher dialogue in compelling evidence for planning and decision making. Explore tools and processes that leverage video for deeper reflection. Examine three data-driven practices to learn how the administrator can serve as a critical agent in shaping the learning /inquiry stance among teachers, thereby making coaching possible.

**Deana Zook-Howell, Rosita Apodaca, Victoria Bill**, Institute for Learning

**Monday, December 3**

**8:30 a.m. – 11:30 a.m. & 2:30 p.m. – 4:30 p.m.**

### **1105 | Coaching: The New Face of Supervision**

Learn from neuroscience research from the NeuroLeadership Institute and HCI, Human Capital Institute that reports that mindset and skill requirements for supervisors has dramatically changed in the past five years. Build capacity to dramatically shift thinking about the role of supervisor using the most powerful, essential and effective skills for supporting real change, growth and RESULTS - the skills of being a "coach leader." Leave with a transformed mindset of supervision.

**Kathryn Kee, Karen Anderson, Vicky Dearing, Frances Shuster**, Results Coaching Global

**Monday, December 3**

**9:30 a.m. – 11:30 a.m.**

### **1217 | Teaching Amplified: Building a Culture of Coaching in your School**

How do you build a culture of coaching in an entire organization that amplifies teaching? Learn how one district grew its culture into a wall to wall coaching program through positive relationship building and strategic program development. Learn strategies for trust building at the individual and organizational level consider applications for your own setting. Develop an action plan for steps you can take to develop, grow or enhance your instructional coaching model and relationships.

**Laura Kirshner, Greg Reuhs, Kristi Ryken**, Maine Township District 207

### **1223 | Tools and Training: Leveraging Video for Powerful Coaching Conversations**

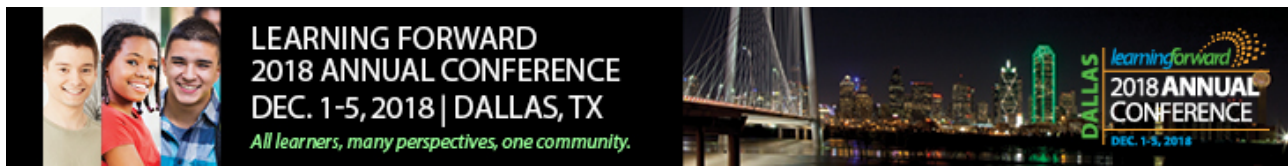
Learn how structures, tools, and technology are combined to prepare school-based coaches to enhance their coaching cycles using videos of lessons as a powerful artifact of practice. Witness how one coach initiated video-as-catalyst in her school to assist teachers' study and facilitation of rigorous text discussion. Engage in analysis of coach-teacher conferring based on video, examine coaching tools, and practice coaching moves that foster collaboration and reflection. Leave with knowledge of how to use video to leverage powerful coaching conversations.

**Dena Zook-Howell**, Institute for Learning, **Annine Crystal**, Guilford County Schools

### **1228 | My Teaching Partner-Secondary: Coaching for Student Engagement**

Investigate a research-based instructional coaching model for middle and high school teachers at all experience levels based on the CLASS system developed by the University of Virginia. Discover the benefits of this student engagement focused coaching model for participating teachers, coaches, and schools. Learn how you can participate in a pilot study using this model funded by one of the prestigious EIR grants.

**Andrew Wayne**, American Institutes for Research (AIR), **Sarah Caverly**, AIR, **Yvonne Godber**, Teachstone, **Janice Poda**, Learning Forward



## HIGHLIGHTED SESSIONS ON ADVANCING COACHING

**Monday, December 3**

**2:30 p.m. – 4:30 p.m.**

### **1447 | Coaching Performance Standards: Building a Self-Assessment Tool**

What is the coach's role in assessing impact on the school, the coaching program, and, ultimately, an individual's development? Reflect on how you currently self-assess your impact on student learning in your school. Participate in a reflective process to build a self-evaluation tool. Leave with a draft of your coaching performance standards.

**Dina Coppes, Nicole Ashwin, Callie Cantu, Michelle Haag, Jamie Waldo**, Universal American School

### **1450 | Using Marzano's Scales for Rigorous Coaching and Planning**

How are teachers building common language around the complexity of the standards they are teaching? Examine Marzano's process for developing Learning Scales in order to build effective differentiated lesson plans and build common language among your team. Learn how this process supports teachers in practice and administrators in providing meaningful feedback around the rigor of lessons they are observing. Leave with the coaching language that can support teachers in being successful in this process.

**Shannon Bogle, Barbara Miraglia, Damar Roman**, Hillsborough County Public Schools

**Tuesday, December 4**

**7:30 a.m. – 8:30 a.m.**

### **NW03 | Networking for Coaches and Teacher Leaders**

Meet with other coaches and teacher leaders and share something you've learned at the conference that will impact your practice. Consider teachers' roles in schools and districts and how best to advance teaching and learning. Share next steps you will take when you return to your school or district.

### **TC03 | Leveraging Online Learning for a District Equity Education Program**

Learn how Broward County Public Schools launched a comprehensive online professional learning initiative to support the development of district and school-based equity plans that provide equitable opportunities for all. Understand how BCPS leverages online tools to support Equity Liaisons who promote culturally responsive teaching, bias reduction, and create relevant solutions to address opportunity gaps and persistent educational disparities based on race, ethnicity, language, religion, or gender orientation.

**Tom Albano**, Broward County Public Schools, **Sophia Thwaites**, PCG Education

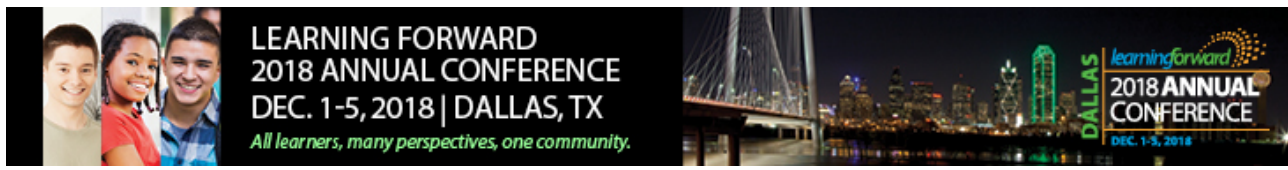
**Tuesday, December 4**

**8:30 a.m. – 11:30 a.m.**

### **2316 | When Coaches Learn, Teachers Learn**

FWCS has worked for several years to strengthen the instructional coaching community through an intense focus on building a community of practice. FWCS has adopted the theme that when coaches learn, teachers increase their effectiveness. Their work has focused on understanding the adult learner, their roles and responsibilities as coaches, the Standards for Professional Learning, as well as translating district curriculum priorities into practice. Most important, the communities continuously practice the essential skills of coaching. This session is designed to share the district's strategies for developing a community of practice, the curriculum used to guide the learning of instructional coaches, and the results that the district is seeing as a result of their work.

**Ramona Coleman**, Fort Wayne Community Schools, **Valerie Mitrani, Kay Psencik**, Learning Forward



## HIGHLIGHTED SESSIONS ON ADVANCING COACHING

**Tuesday, December 4**

**9:30 a.m. – 11:30 a.m.**

### **2202 | Utilizing CLASS to Improve Early Childhood Quality: A Research-Practice Partnership**

The Center on Research and Evaluation (CORE) at Southern Methodist University is engaged in a multi-year partnership with key community stakeholders, including a large urban district, to utilize the CLASS™ tool to measure the quality of early childhood classrooms and provide actionable data to help drive instructional coaching and quality improvement. Hear members of the partnership discuss the evaluation design, theoretical underpinnings of measuring quality and student outcomes over time, and a district model for using continuous quality data to improve early childhood quality.

**Annie Wright, Dylan Farmer**, Center on Research and Evaluation, SMU, **Derek Little, Dominique McCain** Dallas ISD

**Tuesday, December 4**

**2:15 p.m. – 3:15 p.m.**

### **SP05 | How Video-Based Reflection Is Accelerating Our Teachers' Growth**

Video has become a central tool in our district and school-based professional learning. In addition to video-enhanced instructional coaching, our district is using video in four distinct ways: lesson study, action research, video clubs, and peer observation. Come to hear (and see) how we've empowered teachers to drive PL using videos of their own teaching. Attendees will receive a copy of "Evidence of Practice" book on implementing video learning.

**Diane Lauer, David Baker**, St. Vrain Valley School District

**Tuesday, December 4**

**3:30 p.m. – 5:30 p.m.**

### **2433 | Shifting Mindsets: A Culture of Coaching**

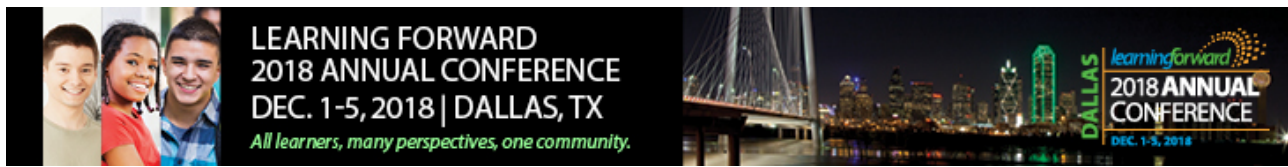
Learn how one district is creating a cadre of lead learners who think differently about students and learning and how this work is supporting job-embedded implementation of effective instruction. See how to scaffold systems and structures to increase teacher leadership around implementation of best practices. Develop a plan for sustainable professional learning for your setting.

**Kelly Wegely, Susan Drake**, Worthington Schools

### **2450 | Learning From The COACHES' Perspective**

Learn the outcomes of a qualitative coaching study conducted with coaches in a large southern district. Discuss how teacher-driven, individualized professional learning can result in teacher reflection and change in instructional practice and examine implications for future professional learning with coaches and instructional leaders. Apply what you learned to create a plan for working with coaches and instructional leaders in your own context.

**Jamey Burns**, Educational Consultant, **Shaunte` Duggins**, Univ. of Florida-Lastinger Center for Learning, **Lauren GIBBS**, University of North Florida



## HIGHLIGHTED SESSIONS ON ADVANCING COACHING

**Wednesday, December 5**

**7:45 a.m. – 10:45 a.m.**

### **3307 | Can Coaching Make a Difference in Literacy Instruction?**

Learn how developing a strong collaborative community of practice supported by a comprehensive coaching system has increased student achievement across urban St. Paul high schools as they have implemented Fusion Reading, an evidence-based literacy framework. Participants will examine coaching tools and will engage in coaching conversations about specific literacy practices. Participants will return to their schools with a set of templates, tools, and practical ideas that can support collegial conversations about implementation of culturally responsive teaching and learning strategies.

**Christy Palmquist, Barbara Vallejo**, St. Paul Public Schools ISD 625

### **3317 | Shifting Mindsets: Meaningful Coaching Strategies**

Engage in a hands-on/minds-on experience based on the work of Dr. Gravity Goldberg for enhancing teaching and learning through meaningful coaching strategies. Participants will be introduced to four moves for shifting mindsets toward independence in learning: Mining, Modeling, Mirroring, Mentoring. Participants will be able to utilize the information learned immediately in their own work as coaches or other instructional leaders.

**Alana Morris, Lesli Brown, Becky Singley, Jesse Waltman**, Spring Branch ISD

**Wednesday, December 5**

**8:45 a.m. – 10:45 a.m.**

### **3210 | Professional Learning for Instructional Coaches: Collaborating for Growth**

Learn how a collaborative partnership that includes a regional coaches council, the state education agency and 18 school districts uses the Standards for Professional Learning for ongoing, job-embedded professional development for instructional coaches. Explore the components of this professional learning cycle, experience a typical session, and discuss ways to harness the Standards of Professional Learning to facilitate growth of coaches and teacher leaders. Leave with a professional learning cycle for implementation in your school, district, or state.

**Mandy Taylor**, NC Dept of Public Instruction, **April Spencer**, Western Region Education Service Alliance

**Wednesday, December 5**

**1:00 p.m. – 3:00 p.m.**

### **3405 | Equity Focused Coaching: Teaching and Reaching Students through Opportunities for Authentic Literacy**

Identify opportunities for equity-focused coaching and enhance educator effectiveness in meeting the needs of diverse student groups with authentic literacy experiences. Discover an approach to creating culturally responsive learning systems where teachers' experiences and knowledge is leveraged as a pathway for planning and supporting learning. Examine a design for structuring coaching opportunities with a focus on equity.

**Genise Henry, Dawn Filer, Rosalyn Hodge**, The University of Texas at Austin

### **3424 | Blended PD: Leveraging Tech and Video to Support Educator Growth**

The data are clear: Traditional PD models aren't working. Recent research suggests that PD (and more specifically, instructional coaching) is most effective when it's proximate, frequent, and sustained. Examine how "blended" models of PD leverage technology and video to enable effective, job-embedded professional learning. And in addition to being more cost effective, teachers like it!

**Anthony Fitzpatrick**, Haddon Township School District, **Michael Moody**, Insight ADVANCE

Please see [conference.learningforward.org/program](http://conference.learningforward.org/program) for a complete program and [lfp.learningforward.org/session-selection/find-a-session.cfm](http://lfp.learningforward.org/session-selection/find-a-session.cfm) for additional sessions on **Advancing Coaching.**