

2020 Math and Literacy Coaching Institute

<p>9:00 - 10:00 Opening Session in Verizon Auditorium</p>		
<p>10:15- 11:15 SESSION 1</p>		
<p style="text-align: center;">MATHEMATICS COACHING</p> <p><u>Colgan Hall 110A</u> Supporting English Learners in Math Workshops (K-8) <i>Kimberly Spohn</i></p> <p>-</p> <p><u>Katherine G. Johnson 257</u> Practical Research-Based Ideas for Math Coaches and Teacher Leaders <i>Jamey Lovin and Dr. Aimee Ellington</i></p>	<p style="text-align: center;">INSTRUCTIONAL COACHING</p> <p>-</p> <p><u>Katherine G. Johnson 256</u> Improving School Culture with Asset-Based Learning <i>Dr. Kimberly Morrow-Leong</i></p>	<p style="text-align: center;">LITERACY COACHING</p> <p>-</p> <p><u>Colgan Hall 110L</u> Grant Writing: Find the Funding! <i>Dr. Jennifer Drake Patrick</i></p> <p>-</p> <p><u>Colgan Hall 203</u> That's So Meta: The Scoop on Meta-Coaching <i>Lauren LaMonda Realon and Devin Masuroski</i></p> <p>-</p> <p>-</p>
<p>11:20 - 12:20 SESSION 2</p>		
<p style="text-align: center;">MATHEMATICS COACHING</p> <p>-</p> <p><u>Verizon Auditorium</u> Mathematics Coaching Administrative Panel <i>Cynthia Brady, Cindy Cooper, Dr. Deb Crawford, Ian Shenk, and Ray Singletary</i></p> <p><u>Katherine G. Johnson 246</u> Powerful Problem Solving <i>Michael King and Damien Ettore</i></p>	<p style="text-align: center;">INSTRUCTIONAL COACHING</p> <p>-</p> <p><u>Katherine G. Johnson 249</u> Coaching Teachers Who Use Deficit Language <i>Dr. Laura Bitto</i></p>	<p style="text-align: center;">LITERACY COACHING</p> <p>-</p> <p><u>Colgan Hall 110L</u> Varying Levels of Support for Teachers and Teams <i>Megan Shiflett</i></p> <p><u>Colgan Hall 203</u> That's So Meta: The Scoop on Meta-Coaching <i>Lauren LaMonda Realon and Devin Masuroski</i></p>
<p>12:20 -1:00 Lunch in Verizon Auditorium Lobby</p>		

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1:00 – 2:00 SESSION 3		
<p>MATHEMATICS COACHING</p> <p><u>Katherine G. Johnson 256</u> Designing Professional Learning that Transfers to the Classroom <i>Cynthia Brady and Alyson Eaglen</i></p> <p><u>Colgan Hall 110A</u> Coaching for Math Workshops <i>Dr. Deb Crawford</i></p>	<p>INSTRUCTIONAL COACHING</p> <p><u>Katherine G. Johnson 132</u> Coaching: What's in Your Bag? Let's Share and Compare! <i>Barbara Stamberg</i></p>	<p>LITERACY COACHING</p> <p><u>Katherine G. Johnson 258</u> Moving Towards an Inquiry Approach to Word Study <i>Dr. Joanna Newton</i></p> <p><u>Colgan Hall 203</u> Buy a Book Project <i>Sarah Mahan and Melanie Burdett</i></p>
2:10 - 3:10 SESSION 4		
<p>MATHEMATICS COACHING</p> <p><u>Katherine G. Johnson 249</u> Maximizing Feedback: How Can You Give or Receive Feedback that Makes an Impact? <i>Ray Singletary</i></p> <p><u>Katherine G. Johnson 246</u> Seeing Coaching Models as Levers of Change <i>Cindy Cooper</i></p>	<p>INSTRUCTIONAL COACHING</p> <p><u>Katherine G. Johnson 248</u> Knowledge to Action (KTA): Employing Innovative Methods to Elevate Teacher Professionalism and Strengthen Instructional Practices <i>Erica Meadows, Marnie Garnier, Tu Phillips, Angela Rabette, and Ilene Teixeira</i></p>	<p>LITERACY COACHING</p> <p><u>Colgan Hall 203</u> Understanding and Supporting Teachers as Adult Learners <i>Dr. Jennifer Hathaway</i></p> <p><u>Katherine G. Johnson 258</u> Moving Towards an Inquiry Approach to Word Study <i>Dr. Joanna Newton</i></p>
3:15 - 3:30 CLOSING (Verizon Auditorium)		

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DETAILED SESSION DESCRIPTIONS

Mathematics Coaching	
<p>Colgan Hall 110A 10:15-11:15 Supporting English Learners in Math Workshops (K-8) Kimberly Spohn <i>First Grade Teacher and English Language Teacher, Arlington Public Schools</i></p> <p>Are you new to math workshops? Have you had a successful math workshop running for years? This session is catered to both groups of teacher leaders, and anyone in between! Come learn how to plan, support, and scaffold instruction for ELs in a math workshop through an immersive learning experience.</p>	<p>Katherine G. Johnson 257 10:15-11:15 Practical Research-Based Ideas for Math Coaches and Teacher Leaders Jamey Lovin <i>Instructor, Mathematics and Applied Mathematics</i> Dr. Aimee Ellington <i>Professor of Mathematics and Applied Mathematics, Associate Chair, Director of Undergraduate Studies</i></p> <p>What are the key factors between increased student achievement scores and the work of teachers who were highly engaged with math coaches? Research about how math coaches used their time to support teachers and the meaningful change in instructional practices that resulted will be presented. Practical ideas shared are from middle school classrooms. Aimee Ellington, Virginia Commonwealth University, ajellington@vcu.edu and Jamey Lovin, Virginia Commonwealth University, lovinjl@vcu.edu</p>
<p>Verizon Auditorium 11:20-12:20 Math Coaching Administrative Panel Cynthia Brady <i>Mathematics Specialist, Loudoun County Public Schools</i> Cindy Cooper <i>Middle School Mathematics Professional Development Specialist, Manassas City Public Schools</i> Ian Shenk <i>Mathematics Curriculum Specialist, Hanover County Schools</i> Ray Singletary <i>PK-12 Mathematics Specialist, Manassas City Public Schools</i> Join us for an interactive panel- our panelists will be taking your questions and providing valuable insight into Mathematics Coaching and how we can improve our craft!</p>	<p>Katherine G. Johnson 246 11:20-12:20 Powerful Problem Solving Michael King <i>Assistant Principal, Fairfax County Public Schools</i> Damien Ettore <i>Grade 6 Teacher, Clearview Elementary, Fairfax County Public Schools</i></p> <p>Participants will gain insight into moving teachers and students from a procedural way of understanding and teaching mathematics to a more conceptual-based approach. The session will focus on incorporating more sense making routines and strategies into classroom instructional practices.</p>
<p>Katherine G. Johnson 256 1:00-2:00 Designing Professional Learning that Transfers to the Classroom Cynthia Brady <i>Math Specialist, Loudoun County Public Schools</i> Alyson Eaglen <i>Gifted Resource Teacher, Loudoun County Public Schools</i></p> <p>How can we design professional learning that “sticks” with teachers? In this session we will share our experience with a professional learning model we call Targeted Math Support. You will learn how to design in-house professional development that transfers to the classroom. Leave with tools and ideas on how to implement this approach with teachers in your district.</p>	<p>Colgan Hall 110A 1:00-2:00 Coaching for Math Workshops Dr. Deb Crawford <i>Supervisor of Mathematics, Frederick County Public Schools</i></p> <p>Join this session to participate in coaching models taken from our 90-credit class we hold for our K-12 math teachers. Coaching structures may be used with a class, a grade level team or individuals. Included are video coaching with number sense routine look-fors, learning stations, use of games, social justice rich tasks and reflection models. Delivered through a workshop during the session. Receive all our digital resources to use.</p>

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<p>Katherine G. Johnson 249 2:10-3:10 Maximizing Feedback: How Can You Give or Receive Feedback that Makes an Impact? Ray Singletary <i>PK-12 Mathematics Specialist, Manassas City Public Schools</i></p> <p>As educators, we all receive feedback on our practice from all directions. Our principal, colleagues, parents or students all have ideas about what we should and should not be doing in our practice. We all know how much feedback can support our growth, however too much feedback can be overwhelming as sometimes feel disconnected. During this session we will explore 1 key shift to making feedback more meaningful for you, and tools that could help you provide more meaningful feedback to those you serve.</p>	<p>Katherine G. Johnson 246 2:10-3:10 Seeing Coaching Models as Levers of Change Cindy Cooper <i>Middle School Professional Development Specialist, Prince William County Public Schools</i></p> <p>Cognitive Coaching, Student-Centered Coaching, or Content-Focused Coaching? Many school-based coaches receive training in one or more of these models and sometimes prefer one over another. In this session, we will explore each of these models through the lens of the instructional triangle of teachers, students, and content. Participants will have opportunities to discuss ideas about each of these models with colleagues and make connections to their own work. This session will be useful if you are new to coaching and exploring coaching moves and tools, or if you a veteran and looking for a fresh perspective to re-frame your thinking.</p>
<p>Instructional Coaching</p>	
<p>Katherine G. Johnson 256 10:15-11:15 Improving School Culture with Asset-Based Learning Dr. Kimberly Morrow-Leong <i>Mathematics Education Specialist</i></p> <p>Equitable access to instruction calls for the school community to challenge language that focuses on a deficit view of student progress and to challenge the language used in the mathematics classroom. Deficit language about student performance highlights what students cannot do, often using words like, “low kids” or as “behind in math.” Even labels like “high kids” or “the A reading group” serve to perpetuate the lines between groups of students. There is no useful information in these labels, as the labels offer no indication of what students actually do and do not know. Asset-based language instead focuses on what students already can do and productively points toward an instructional path forward. In this session we will explore how asset- or deficit-based language can impact the overall culture of a school and learn some strategies for shifting to a more asset-based approach to student assessment.</p>	<p>Katherine G. Johnson 249 11:20-12:20 Coaching Teachers Who Use Deficit Language Dr. Laura Bitto, <i>Adjunct Faculty, George Mason University</i></p> <p>Teachers may be using deficit language as they describe their students and learning environments. Such language may inhibit growth in teachers’ beliefs and practices as you coach them. This session will discuss how to recognize, address, refocus, and coach deficit language.</p>
<p>Katherine G. Johnson 132 1:00-2:00 Coaching: What’s in Your Bag? Let’s Share and Compare! Barbara Stamberg <i>Instructional Coach, Winchester Public Schools</i></p> <p>Sharing insight into Instructional Coaching. Our goal is to improve student understanding and achievement through improvement of instruction. Fill your coaching bag with experiences from a new coach and have the opportunity to share some of your own!</p>	<p>Katherine G. Johnson 248 2:10-3:10 Knowledge to Action (KTA): Employing Innovative Methods to Elevate Teacher Professionalism and Strengthen Instructional Practices Erica Meadows <i>ESOL Education Specialist, Fairfax County Public Schools</i> Marie Garnier <i>Elementary ESOL Instructional Support Teacher, Fairfax County Public Schools</i> Tu Phillips <i>Elementary ESOL Instructional Support Teacher, Fairfax County Public Schools</i> Angela Rabette <i>Educational Specialist, Elementary ESOL, Fairfax County Public Schools</i> Ilene Teixeira</p>

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	<p><i>Elementary ESOL Instructional Support Teacher, Fairfax County Public Schools</i></p> <p>Participants will explore the ways in which teacher leaders and coaches can employ structures such as photo elicitation, instructional walk-throughs, lesson analysis and barrier to implementation data analysis through a Knowledge to Action (KTA) cycle to examine instructional practices and create reflective professional learning opportunities for teachers.</p>
Literacy Coaching	
<p>Colgan Hall 110L 10:15-11:15 Grant Writing: Find the Funding! Dr. Jennifer Drake Patrick <i>Assistant Professor, Literacy, George Mason University</i></p> <p>This session explores grant writing. Tips for locating grants will be shared along with a review of how to write an effective grant.</p>	<p>Colgan Hall 203 10:15-11:15 Colgan Hall 203 11:20-12:20 That's So Meta: The Scoop on Meta-Coaching Lauren LaMonda Realon <i>Literacy Coach, Fairfax County Public Schools</i> Devin Masuroski <i>Literacy Coach, Fairfax County Public Schools</i></p> <p>Do you coach teachers? Do you want to be coached around your coaching skills? That's so meta! Join us to learn about the benefits and the structure of meta-coaching. This session is geared towards those who coach teachers in any content area.</p>
<p>Colgan Hall 110L 11:20-12:20 Varying Levels of Support for Teachers and Teams Megan Shifflett <i>Instructional Coach, Fairfax County Public Schools</i></p> <p>Participants will develop strategies for supporting teachers and teams with various levels of experiences around instructional practices and literacy content. Together we will take what we know about working with and supporting students and consider how that translates into our work with adults.</p>	<p>Katherine G. Johnson 258 1:00-2:00 Katherine G. Johnson 258 2:10-3:10 Moving Towards an Inquiry Approach to Word Study Joanna Newton <i>Elementary Language Arts Resource Teacher, Fairfax County Public Schools</i></p> <p>Through an inquiry-based approach to word study teachers engage students in the study of language using a combination of exploration, explicit instruction, word play and authentic reading and writing experiences. In this session, participants will explore and engage in classroom-based strategies they can use to support an inquiry-based approach to word study. Methods for supporting teachers with this approach will also be discussed.</p>
<p>Colgan Hall 203 1:00-2:00 Buy a Book Project Sarah Mahan <i>Head Librarian, Thomas Edison High School</i> Melanie Burdett <i>High School Librarian, Thomas Edison High School</i></p> <p>A Guided Inquiry Design project that takes students through the process of accessing, selecting, and purchasing books for the library. Each student is given a portion of the library budget to purchase books that they are interested in reading. The project was created to help struggling, reluctant readers connect with resources, and to give them a voice in shaping the library collection.</p>	<p>Colgan Hall 203 2:10-3:10 Understanding and Supporting Teachers as Adult Learners Dr. Jennifer Hathaway <i>Assistant Professor, George Mason University</i></p> <p>This session explores adult learning theory and characteristics of effective professional learning. Tips for working with adult learners will be shared along with tools to help plan effective professional development opportunities. Suggestions for overcoming teachers' hesitancy to participate in professional learning will also be provided.</p>

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