

Home Page Transcripts

Teresa Carter: I believe coaching is important because it gives the teachers or Reading Recovery teachers whoever you're working with an opportunity to share their ideas and thoughts with a colleague. It really is an opportunity for 2 people to learn and grow together. It's not that one person is coming in with all the answers. You're working together to solve a problem. Sometimes when you're in a particular area of literacy, you may not have someone you can talk to and share ideas with. Coaching gives you that support and sounding board you can count on. Two colleagues learning together.

My goal when I go into a coaching session is to come away feeling that the teacher or the coach who I'm working with has an idea of where they want to go next, with the teachers they're working with, or the children they're working with, what are the next steps and having the opportunity to talk and work our way through the conversation gives them an opportunity to feel like they have a plan and it makes me feel like we're moving in a positive direction of goals for the children or the teacher, whatever it is we're working toward.

Derek Johnson: Coaching to me is very important because it allows me to help and support the teacher make decisions. It also helps me help them become maybe even more reflective in their practices. I think it's also good to point out that coaches aren't the experts. We can't go into the classroom thinking that we are or exuding that, that we are. We're sitting next to the teacher as they are making these decisions and such. I always go back to Rita Pierson, because she talks about every child deserve a champion. Well, I think every teacher deserves a champion too. They have the hardest work in the building, so I really, really appreciate all that they do. I hope I can help today.

Kim Floyd: Coaching is very important especially as a Reading Recovery teacher leader, because it's the opportunity where I can support teachers in their teaching of students, and help them to reflect upon their practices, to inform their practices and support reflection. When I go in to coach teachers, of course I observe, sometimes I model lessons for them, sometimes we coteach, analyze – there are so many different parts to the coaching role.

Jamie White: I feel coaching is important because if you ever call me and it goes to voice mail on my cell phone, my message says, "I'm teaching the world to read." And teaching the world to read by yourself is not an easy job to do. So I love coaching because I love children and my teachers are like my children. We have some schools in our district that have 175 first graders, and only 1 Reading Recovery teacher. So with me being a coach and being able to go out and give them some help, some coaching and support, so we can help our kids grow to be the best readers possible in first grade.

Barbara Fewell: I always think about James Comer. James Comer says that, "No significant learning can occur without a significant relationship." I think the biggest thing for me in terms of coaching is going in and developing that relationship. I always have a goal of developing that growth mindset for teachers, and also kind of that passion for inquiry. I want my teachers to yearn for that learning and to get better in their craft.

In terms of coaching, I think overall that you have to be that person who works side by side with that teacher. I think when you work together, whether it be a reading recovery child, a small group, a whole group lesson, it's just coming together and problem-solving to see what's best for kids.