

New Coaches Getting Started

FLaRE Coordinators

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What do we have in common?

- Parallel aspects of the coordinator and coach roles
- Clarifying our goals
- Overcoming our challenges
- Learning from our blunders

Why are we here?

- Why we became FLaRE coordinators?
- Why did you become a reading coach?

Who are we?

- Coordinator/coach goals may be interpreted differently
- How we clarified our purpose and goals?
 - K-12 Reading Plan
 - Job Descriptions (JRF, District)
 - Expectations (Administrators, Peers)
 - Models (others in our roles)
 - Personal Values
 - Relationships with our peers

Clarified Goals

- Impact student learning
- Build relationships
- Data analysis to guide our work
- Mandated professional development
- Genuine development of professionals
- Support implementation of new learning
- Continuing personal professional growth
- Paperwork (monthly reports)

What knocks us off our path?

- Poorly developed relationships with administrators, coaches and/or reading leadership team members

What knocks us off our path?

- Managing our Time
 - Build relationships
 - Work with more than just a few teachers
 - Work with scheduling constraints (planning periods, meetings, special occasions)
 - Prioritize (be in control rather than at the mercy of time eaters)

What knocks us off our path?

- Reluctant participants
 - Building trust
 - Finding effective, useful ways to support professional growth
 - Coaching conversations

What knocks us off our path?

- I've gained entry to the school/classroom.
Now what?
 - Working with students we don't know
 - Stepping in and out of classrooms without interrupting the learning

What knocks us off our path?

- Reading Leadership Teams
 - Getting started
 - Accomplishing the purpose rather than just one more meeting

Lessons Learned

- What will I do again next year?
- What will I do differently?