

From Teachers:

Thank you for creating a safe environment for us to take risks as learners. I am still reflecting on today and thinking deeply about the decisions that I made today. Why did I make those decisions? Were those the best decisions for that moment? How will the choices that I made today help the students become independent? What are my next steps? What could I do to be more intentional? Thank you for helping me to reflect more deeply about my decision making and asking questions to stretch my thinking further. ~ Anne Yamashita, Literacy Interventionist

Thank you so much for modeling your coaching moves. You have set such a great example of how to help transform teachers through reflective practice. Honestly, after watching you, I have such a better sense of how I can approach teachers. I especially appreciated hearing your strengths-based approach and the language you used with teachers to shift them to that mindset. (What are their strengths? For example, you might say...). I felt more confident today going into meetings with teachers because I listened more closely and was more intentional with my questioning. ~ Macie Kerbs, Literacy Coach

First of all, thank you so much for your thoughtfulness, challenges, effort, and time that you gave to me today. I have been reflecting and thinking continuously this afternoon and evening. I am a true believer that learning can be found in every experience, as long as we are mindful in looking for it. This overall experience, from the observations, coaching, and afternoon PDs, has forever stretched my thinking and challenged my actions and decisions. I am excited and inspired to “reframe difficulty into opportunity,” for myself, as I grow in my teaching practice, and my students, as they grow in their reading independence and thinking. Tomorrow I start this transformation of thinking and watching my students make “the connection between THEIR efforts and THEIR successes.” ~ Kimberly Scroggins, Literacy Interventionist

From District Leaders:

Dr. Griffith provided hands-on instructional support in guided reading for teachers and literacy specialists at each of our elementary campuses. Drawing upon her unique framework for teacher decision-making, Dr. Griffith supported our teachers in tapping into their knowledge about the learners, the text, and the task-at-hand to inform their instructional decisions in guided reading. Her unique coaching model created a space that honored the professional knowledge our teachers brought to the guided reading table while also empowering them with new strategies for reaching every reader in their classrooms. Dr. Griffith’s work has had a tremendous impact on improving reading instruction in elementary classrooms across our district. ~ Julie Vu, ELAR Coordinator

We are grateful for the impact Dr. Griffith has made in our district in only two short years! She has truly mastered the art of coaching, and in combination with her deep knowledge of reading pedagogy; she has supported many educators in our district become more thoughtful in their teaching decisions. Her coaching framework and questioning techniques elicit a deep reflection that many of us have not experienced before. We look forward to working with Dr. Griffith in the future. ~ Angela Kennedy, ELAR Coordinator