

Toll, C.A. (2005). *The Literacy Coach's Survival Guide: Essential Questions and Practical Answers*. Newark, DE: International Reading Association.

“A **culture of collaboration and trust supports growth** for the school and the individuals involved in the school. Literacy coaching furthers such an atmosphere because coaching leads to stronger relationships and greater opportunities for educators to interact.”

“...literacy coaching supports significant change because it **provides a foundation for teacher reflection, action research, collaboration, and informed decision making**, all of which lead to significant educational changes.”

“Literacy coaching is **not about telling others what to do**, but rather bringing out the best in others.” (p. 6)

“Literacy coaching **assists teachers in being reflective** by providing time, space, and encouragement... **time for reflection** during one-on-one or small-group meetings to discuss practices, beliefs, and goals ...**space for reflection** is created in the interpersonal space that is created when a literacy coach and a teacher sit down to a meeting ... literacy coaches **encourage teachers to reflect** by asking **thought provoking questions, providing a listening ear**, giving them useful feedback, and leading them in monitoring their progress over time” (p. 7)

“... literacy coaches can help **teachers identify problems and work to solve them ...**” (p. 10)

“...**inquiry** is a catalyst for **teacher reflection** and ... inquiry guides teachers to make **instructional decisions based on a range of data** ... the process of inquiry **affects the school culture** by **promoting collaborative problem solving**” (p. 21)

“**change** ... occurring in the context of a **safe, supportive environment** ... the only way to achieve true growth” (p. 32) “... when change occurs in a supportive environment that includes **trusting relationships**, those involved have an easier time committing to it and making the change a lasting part of their work.” (p. 34)

“...busy developing trust, engaging in dialogue, **listening and learning ...**” (p.33)

“A literacy coach who knows a great deal about literacy instruction but cannot develop relationships, build trust, and work with the non-knowledge-related issues of teaching will fail.” (p.53)