

Definition of a Literacy Coach

A literacy coach is an instructional leader with specialized knowledge in the science of reading, evidence-based practices, English Language Arts state standards, as well as the knowledge of how to work with educators as adult learners. The coach provides collegial, job-embedded support to ensure literacy instruction is data-informed and student-centered. Coaches accomplish this by collaborating with leaders and teachers, engaging in practices such as co-teaching, co-planning, modeling, reflective conversations and data chats with teachers to build teacher and school capacity to improve student achievement for all.

Domains and Standards: Literacy Coaching

A. Knowledge of and ability to apply effective methods for planning, implementing and analyzing standards-based literacy instruction based on the science of reading and evidence-based practices.

Coaches will demonstrate their abilities in and understanding of:

1. Instructional design and planning strategies that support teachers in developing engaging, effective, standards-aligned lessons (e.g., stacking benchmarks, curriculum mapping, vertical progression of the standards).
2. How to align instruction and intervention to a logical scope and sequence of reading skill development.
3. The application of standards-aligned systematic instruction and intervention for language and literacy development.
4. The stages of language and literacy development for all students.
5. The strategic use of evidence-based instructional practices grounded in the science of reading.
6. Literacy learning processes and language development of English Language Learners and Students with Disabilities in collaboration with English for Speakers of Other Languages and Exceptional Student Education departments.
7. Multi-Tiered System of Support and evidence-based practices, programs and interventions.
8. How to use student data to make instructional decisions.
9. The role of student motivation and active engagement in developing literacy.
10. How to analyze the effectiveness of lessons, instructional materials and assessments using a variety of techniques (e.g., lesson plans, formative/summative assessments and student work samples).
11. How to observe and analyze the implementation of instructional practices and determine the effectiveness of teaching and learning in order to provide instructional support.
12. Developing a plan for effective coaching conversations informed by observations, data analysis and classroom artifacts.

B. Ability to effectively collect and use data on instructional practices to inform and implement professional learning opportunities. Coaches will be able to:

1. Determine appropriate area of focus based on observational data aligned to goals (e.g. school goals, coaching goals, learning goals, teacher goals).
2. Identify and apply appropriate student progress monitoring instruments and assist with data analysis after students are assessed.
3. Evaluate data in addressing specific goals.
4. Identify and apply appropriate data collection methods that assist colleagues in developing action plans.
5. Identify and apply appropriate data collection methods that measure the effectiveness of professional learning.
6. Observe classroom instruction and active student engagement to collect data that informs the analysis of teaching and learning.
7. Analyze and interpret data to identify trends and patterns.
8. Collaborate with administration, instructional leaders and teachers to develop a professional learning action plan that is informed by data analysis.
9. Facilitate the implementation of an action plan based on data analysis.
10. Analyze and evaluate school, teacher and student outcomes to determine follow-up actions.

C. Knowledge of and ability to apply effective pedagogy and andragogy. Coaches will be able to:

1. Identify and apply foundational principles of how students learn.
2. Identify and apply foundational principles of adult learning theory.
3. Select and apply appropriate methods (e.g., co-planning, collaborative teaching, modeling, etc.) to support effective teacher practice and growth in a variety of settings, including elementary self-contained and departmentalized classrooms, secondary classrooms, content area classrooms, prioritizing English Language Arts and reading.
4. Identify and apply scaffolding strategies that address the strengths and needs of individual teachers (e.g., differentiation of coaching support based on strengths and areas of growth).
5. Identify and apply appropriate strategies and resources for planning, facilitating and evaluating professional learning (e.g. use of the Florida's Professional Learning Standards) aligned with school and district goals.
6. Identify and apply scaffolding strategies that address the strengths and needs of individual students and small groups (e.g., differentiation of instruction for individual students and small groups based on strengths and areas of growth).

D. Knowledge of and ability to apply principles and practices that foster an inclusive and collaborative culture. Coaches will be able to:

1. Identify and apply systems that foster an inclusive and collaborative culture (e.g., trust, confidentiality).
2. Identify and apply strategies that build effective teams
3. Identify the strengths and needs of colleagues to engage in effective collaboration.
4. Identify and apply appropriate practices to communicate across lines of difference (e.g., critical reflection, negotiate and clarify meaning, constructively challenge each other's thinking).
5. Determine and use appropriate strategies for facilitating dialogue that ensures equitable participation in small and large group settings (e.g., protocols that ensure all participants contribute to discussion and reflection).
6. Determine and apply strategies that promote collective responsibility for student and professional learning (e.g., Professional Learning Communities, collaborative planning, lesson study).
7. Establish a coach/teacher partnership agreement.
8. Establish a principal/coach partnership agreement.

E. Ability to grow professionally. Coaches will be able to:

1. Analyze individual performance data to determine and engage in professional learning to broaden personal coaching and instructional knowledge.
2. Seek and demonstrate understanding of current evidence-based instructional practices.
3. Seek, determine and utilize appropriate collaborative partnerships with professional learning groups to expand knowledge and improve coaching practices.