ROLE	STANDARD	COMPONENT 1	COMPONENT 2	COMPONENT 3	COMPONENT 4
LITERACY COACH	**STANDARD 1: FOUNDATIONAL KNOWLEDGE** Candidates demonstrate knowledge of the theoretical, historical, and evidenced-based foundations of literacy and language; demonstrate knowledge base for effective schoolwide professional learning; demonstrate knowledge of implementing and evaluating schoolwide literacy programs; demonstrate understanding of the integral role of the literacy coach.	**1. 1** Candidates demonstrate knowledge of the theoretical, historical, and evidence-based foundations of literacy and language.	**1.2** Candidates demonstrate knowledge base for effective schoolwide professional learning.	**1.3** Candidates demonstrate knowledge of implementing and evaluating schoolwide literacy programs.	**1.4** Candidates demonstrate knowledge of historical and evidence-based foundations related to the role of the literacy coach.
LITERACY COACH	**STANDARD 2: CURRICULUM & INSTRUCTION** Candidates use foundational knowledge to design and implement effective literacy instruction; collaborate with other specialized professionals and coach classroom teachers to develop, analyze, and evaluate a school's literacy curriculum; coach and support teachers in designing and implementing effective instruction at	**2.1** Candidates use foundational knowledge to plan, teach, and evaluate a range of instructional approaches to meet the literacy needs of students.	**2.2** Candidates coach and support classroom teachers and other professionals in designing, analyzing, and evaluating a school's literacy curriculum, aligned to state and district standards.	**2.3** Candidates coach and support classroom teachers in designing and implementing effective literacy instruction at the classroom and school levels.	**2.4** Candidates develop, in collaboration with school and district personnel, a vision for the literacy program that reflects evidence-based practices, the effective integration of technology, and an inclusive, differentiated literacy curriculum.

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	the classroom and school levels; develop a vision for the literacy curriculum.				
LITERACY COACH	**STANDARD 3: ASSESSMENT & EVALUATION** Candidates foster teachers'/specialists' knowledge of assessment and assessment tools to monitor student progress; inform schoolwide instruction and evaluate interventions; facilitate professional learning and school improvement initiatives; disseminate and facilitate schoolwide assessment communication with relevant stakeholders.	3.1 Candidates foster teachers'/specialists' knowledge of assessment by modeling their ability to articulate, explain, and evaluate factors and contextual influences (e.g., culture, language, bias) of assessments within a comprehensive literacy and language system.	3.2 Candidates assist school leaders and teachers in the administration and interpretation of reliable and valid assessment data to inform schoolwide decisions, instruction, and interventions.	3.3 Candidates facilitate professional learning and school improvement initiatives that incorporate focused analysis of assessment data and goal setting.	3.4 Candidates routinely share reports, in both written and oral form, to administrators, parents/guardians, teachers/specialists, and other stakeholders.
LITERACY COACH	**STANDARD 4: DIVERSITY & EQUITY** Candidates demonstrate knowledge of foundational theories, pedagogies, and essential concepts of diversity and equity as well as the ability to apply this knowledge to their daily practice of working with teachers; facilitate the operation of	4.1 Candidates demonstrate knowledge of foundational theories, pedagogies, and essential concepts of diversity and equity.	4.2 Candidates participate in and lead individual or groups of teachers as they engage in both personal and systematic reflective practice in order to recognize their own cultures, belief systems, and potential biases.	4.3 Candidates collaborate with teachers in analyzing, transforming, and creating diverse learning experiences related to language, culture, and academic subjects that link school and community literacy knowledge.	4.4 Candidates advocate for change in societal practices and institutional structures that are inherently biased or prejudiced against certain groups.

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	the school's literacy program; advocate for change in education practices and institutional structures that are inherently biased or prejudiced.				
LITERACY COACH	**STANDARD 5: LEARNERS & THE LITERATE ENVIRONMENT** Candidates support and facilitate colleagues' ability to meet the developmental needs of all learners; use a variety of digital and print materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.	5.1 Candidates guide colleagues to meet the developmental needs of all learners, taking into consideration their physical, social, emotional, cultural, and intellectual factors.	5.2 Candidates facilitate the use of a variety of digital and print materials to engage and motivate all learners.	5.3 Candidates lead the integration of digital technologies in appropriate, safe, and effective ways and assist teachers in these efforts.	5.4 Candidates support stakeholders to foster a positive climate that supports a literacy-rich learning environment.
LITERACY COACH	**STANDARD 6: PROFESSIONAL LEARNING & LEADERSHIP** Candidates continually model how adults learn and develop within school systems; design and lead professional learning experiences; use coaching tools and processes to support individual and groups of	6.1 Candidates use their knowledge of adult learning and development to model instruction and productive professional collaboration.	6.2 Candidates, using collaborative data collection, analysis, and decision-making processes, design and lead professional learning experiences.	6.3 Candidates use coaching tools and processes to support individual and groups of teachers.	6.4 Candidates interact with research, policy, and promising practices in ways that allow them to critically analyze and synthesize information.

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	teachers; critically analyze and synthesize research, policy, and promising practices.				
LITERACY COACH	**STANDARD 7: PRACTICUM/CLINICAL EXPERIENCES** Candidates in traditional, hybrid, and online programs have two integrated, extended practica/clinical experiences: one focused on collaborative and coaching roles with teacher(s) and the other focused on schoolwide collaboration and leadership for instructional practices, curriculum design, professional development, or family/community–school partnerships. Candidates are supervised by highly qualified literacy professionals in practica/clinical experiences equivalent to a six-hour course.	**7.1** Candidates collaborate and coach individual and/or small groups of teachers in revising, developing, and implementing literacy instruction and curriculum.	**7.2** Candidates develop expertise in collaborative and coaching roles at the schoolwide level to improve and develop literacy instructional practices, literacy curriculum design, professional development, and family/community-school partnerships.	**7.3** Candidates have opportunities for authentic, school-based experiences that are supervised by qualified literacy professionals.* *Supervisors of practica/clinical experiences are highly qualified: They have knowledge of literacy processes, adult learning, organizational change, literacy assessment, and evidence-based instructional strategies and have experience with coaching teachers and leading professional learning efforts.	