

Domain	Standard	Draft Competency
<p>Domain 1: Creating and Fostering a Culture of Collaborative Literacy Leadership</p> <p>Descriptor: Literacy coaches partner with stakeholders to build and sustain collaborative cultures that support continuous improvement in literacy instruction. They establish and foster trusting relationships, communicate effectively, align coaching efforts to school and district goals, and model continuous professional growth.</p>	<p>1. Coaches establish and maintain collaborative and productive working relationships with educators, leaders, families, and community partners by creating routines for continuous improvement, demonstrating consistent follow-through, honoring confidentiality, clarifying roles.</p>	<p>1.1.1 Coaches co-establish and facilitate predictable coaching routines grounded in data that align literacy goals to district and school priorities, support instructional improvement, and include ongoing monitoring of progress toward shared goals.</p> <p>1.1.2 Coaches build and maintain trust-based partnerships with educators, leaders, families, and community partners by clarifying coaching roles and consistently following through on agreed-upon literacy supports that complement instruction.</p>
	<p>2. Coaches develop and implement stakeholder-specific communication systems that convey literacy goals and student progress data with two-way feedback.</p>	<p>1.2.1 Coaches co-develop stakeholder-specific communication systems that clearly convey literacy goals, instructional priorities, and student progress to support collaboration and informed decision-making.</p>
	<p>3. Coaches align goals, schedules, and coaching cycles to the district/school literacy plan and student targets; anticipate barriers; apply change-management strategies; and track implementation indicators for sustained improvement.</p>	<p>1.3.1 Coaches design and implement coaching cycles aligned to school and district literacy goals and prioritized student learning targets.</p> <p>1.3.2 Coaches collaborate with school and district leaders to align instructional schedules, intervention time, and coaching supports with literacy plans and student data.</p> <p>1.3.3 Coaches collaborate with educators to identify potential implementation barriers to new or revised literacy initiatives and apply evidence-informed strategies to support educator adoption and sustained implementation.</p>
	<p>4. Coaches engage in ongoing professional learning to enhance coaching expertise and translate literacy research into actionable practices.</p>	<p>1.4.1 Coaches consume, synthesize, and evaluate literacy research to inform their coaching practice and support educators' understanding of evidence-based instructional approaches.</p>

1.4.2 Coaches engage in ongoing professional learning, including participation in professional learning communities, trainings, and calibrations to inform their coaching practice and support educators' understanding of evidence-based instructional approaches.

5. Coaches maintain a consistent, non-evaluative, and visible presence in classrooms and professional learning settings to enhance educator practice and demonstrate partnerships.

1.5.1 Coaches employ non-judgemental language and reflective questioning during coaching conversations and professional learning settings to reinforce educator practice and growth.

1.5.2 Coaches maintain a consistent, visible presence aligned to their role to strengthen educator practice and reinforce collaborative partnerships.

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<p>Domain 2: Knowledge and Application of Assessment to Inform Literacy Instruction</p> <p>Descriptor: Literacy coaches support educators to use assessment data to inform literacy instruction. They support appropriate and effective assessment practices, including data analysis and interpretation. They support educators to use assessment results to strengthen instruction across all tiers, monitor student progress, and differentiate instruction as needed.</p>	<p>1. Coaches support educators to administer universal screening and diagnostic assessments, using formative assessment and progress monitoring to monitor daily learning and intensify or adjust instruction, organizing flexible groups within a multi-tiered level of support for learners.</p>	<p>2.1.1 Coaches articulate the research, theoretical underpinnings, and underlying logic of collecting and analyzing multiple sources of literacy assessment data (e.g., universal screening, diagnosis, formative assessment, and progress monitoring) to identify and connect data patterns.</p> <p>2.1.2 Coaches demonstrate the process of and engage educators in analyzing multiple sources of literacy assessment data to identify data patterns and use the results to make and adjust instructional decisions within and across tiers.</p>
	<p>2. Coaches support educators to understand how to align assessments with targeted literacy constructs or state standards.</p>	<p>2.2.1 Coaches articulate the research, psychometric principles (e.g., reliability, validity, sensitivity, and specificity), and conceptual underpinnings of specific assessments and how they align with and can be sequenced to measure targeted literacy constructs or state standards.</p> <p>2.2.2 Coaches demonstrate the process of and engage educators in the selection and sequencing of assessments to measure targeted literacy constructs and curriculum or state standards.</p>
	<p>3. Coaches support educators to analyze data to understand results and growth trajectories for the purpose of setting data-informed goals and instructional targets.</p>	<p>2.3.1 Coaches articulate and demonstrate how literacy assessment data are analyzed to interpret results and growth trajectories, including consideration of benchmarks and typical growth patterns, to inform the identification of instructional goals and targets.</p> <p>2.3.2 Coaches articulate how existing literacy data are analyzed to identify specific literacy skills and instructional needs at the classroom, small-group, and individual student levels.</p> <p>2.3.3 Coaches demonstrate the process of and engage educators in literacy data analysis to inform the identification of specific instructional targets.</p>
	<p>4. Coaches support educators to select evidence-based literacy practices, components of curricula, interventions, and materials matched to assessed needs.</p>	<p>2.4.1 Coaches articulate the research and conceptual underpinnings of how discrete components of evidence-based literacy practices, alone or combined, are effective for developing specific literacy skills.</p> <p>2.4.2 Coaches demonstrate the process of and engage educators in selecting evidence-based literacy practices, curricular components, and interventions aligned to assessed student needs.</p> <p>2.4.3 Coaches demonstrate the process of and engage educators in the selection of instructional resources and materials to ensure alignment with evidence-based literacy practices, instructional objectives, and identified student needs.</p>

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<p>Domain 3: Knowledge and Application of Literacy Development and Instruction</p> <p>Descriptor: Literacy coaches possess deep knowledge of literacy development, learning sciences, and evidence-based instructional practices across all components of literacy – reading, writing, speaking, and listening. They apply this knowledge to support educators to implement explicit, systematic, cumulative, diagnostic, and integrated literacy instruction for all students.</p>	<p>1. Coaches support educators to design and deliver instruction to develop students' oral language (e.g., phonology, morphology, semantics, syntax, and pragmatics) across content areas and grade bands.</p> <p>2. Coaches support educators to deliver phonemic awareness instruction (e.g. isolating, blending, segmenting) linked to decoding and encoding.</p> <p>3. Coaches support educators to deliver instruction in phoneme-grapheme correspondences, advanced phonics/orthography, irregular words, and morphology to build accurate, automatic decoding and encoding aligned to a cumulative scope and sequence.</p>	<p>3.1.1 Coaches articulate the stages of language acquisition and explain how language development varies across learners and instructional contexts.</p> <p>3.1.2 Coaches demonstrate the process of and engage educators in analyzing student language data to inform core instruction.</p> <p>3.1.3 Coaches demonstrate the process of and engage educators in embedding oral language routines, informed by student language data, within core instruction to support academic meaning-making across content areas.</p> <p>3.1.4 Coaches articulate the five components of oral language and recognize how language expectations vary across content areas and grade bands.</p> <p>3.2.1 Coaches explain the reciprocal relationship between phonemic awareness, decoding, and encoding by explicitly linking blending to reading and segmenting to spelling with individual words and text-level instruction.</p> <p>3.2.2 Coaches demonstrate the process of and engage educators in the planning and implementation of instruction that reinforces the role of high-leverage phonemic awareness skills (isolating, blending, and segmenting) in decoding and encoding.</p> <p>3.2.3 Coaches identify and directly address misconceptions and inaccuracies related to phonemic awareness (e.g., inaccurately stating that consonant blends make one sound).</p> <p>3.3.1 Coaches demonstrate the process of and engage educators in the planning and implementation of instruction in phoneme–grapheme correspondences, advanced phonics, and orthographic patterns, irregular words, and morphology.</p>

3.3.2 Coaches demonstrate the process of and engage educators in sequencing instruction in phoneme–grapheme correspondences, advanced phonics and orthography, irregular words, and morphology, within a cumulative scope and sequence to build increasingly accurate and automatic decoding and encoding.

4. Coaches support educators to deliver instruction that develops accuracy, rate, and prosody through practice with connected text and help educators connect fluency growth to comprehension outcomes.

3.4.1 Coaches articulate the research and conceptual underpinnings of how instructional practices develop reading fluency, including accuracy, rate, and prosody, and explain the reciprocal relationship between fluency and comprehension.

3.4.2 Coaches demonstrate the process of and engage educators in the selection and implementation of evidence-based instructional practices and connected text to develop reading fluency, including accuracy, rate, and prosody.

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<p data-bbox="50 220 380 350">Domain 3: Knowledge and Application of Literacy Development and Instruction</p> <p data-bbox="50 428 380 971">Descriptor: Literacy coaches possess deep knowledge of literacy development, learning sciences, and evidence-based instructional practices across all components of literacy – reading, writing, speaking, and listening. They apply this knowledge to support educators to implement explicit, systematic, cumulative, diagnostic, and integrated literacy instruction for all students.</p>	<p data-bbox="380 220 926 350">5. Coaches support educators to plan and deliver instruction that builds breadth and depth of morphological, academic, and discipline-specific word knowledge.</p>	<p data-bbox="926 220 1898 318">3.5.1 Coaches explain how the intentional selection of sophisticated vocabulary supports students' oral language, word knowledge, and comprehension.</p> <p data-bbox="926 396 1898 493">3.5.2 Coaches explain how the intentional selection of morphological, academic, and discipline-specific vocabulary supports the development of students' oral language, word knowledge, and comprehension.</p> <p data-bbox="926 506 1898 636">3.5.3 Coaches demonstrate the process of and engage educators in the planning and implementation of instruction that includes intentional vocabulary selection to support students' development of oral language, word knowledge, and comprehension.</p> <p data-bbox="926 649 1898 747">3.5.4 Coaches explain the logic of word construction and deconstruction using morphology and etymology to support educators in understanding how pronunciation and meaning are related.</p> <p data-bbox="926 760 1898 857">3.5.5 Coaches articulate the research and conceptual underpinnings of how morphological and academic vocabulary instructional strategies promote the development of word knowledge.</p> <p data-bbox="926 870 1898 1000">3.5.6 Coaches demonstrate the process of and engage educators in selecting from among evidence-based morphological and academic vocabulary instructional strategies, including how and why instructional decisions are made, to support building word knowledge for all learners.</p>
	<p data-bbox="380 1024 926 1227">6. Coaches support educators to deliver instruction that builds new knowledge, activates background-knowledge, and supports proficiency in using evidence-based comprehension strategies within increasingly complex texts with appropriate scaffolding.</p>	<p data-bbox="926 1024 1898 1122">3.6.1 Coaches articulate the research and conceptual underpinnings of how background knowledge and comprehension strategies interact to support students' understanding of increasingly complex texts.</p> <p data-bbox="926 1281 1898 1411">3.6.2 Coaches model the process of and engage educators in the selection and implementation of instructional strategies and scaffolds that build background knowledge and support students in using comprehension strategies to access increasingly complex texts.</p>

7. Coaches support educators to design and deliver instruction in transcription, composition, and the writing process to interpret and construct text.

3.7.1 Coaches articulate the research and conceptual underpinnings of transcription development (handwriting, spelling) and composition skills and explain how these components interact within the writing process.

3.7.2 Coaches explain the process of and engage educators in instructional planning and implementation of handwriting, spelling, composition, and the writing process.

8. Coaches support educators to apply evidence-based literacy practices for students with varying needs to ensure accessibility, appropriate scaffolds, and acceleration.

3.8.1 Coaches demonstrate how to select evidence-based literacy scaffolds and engage educators in adjusting instruction across tiers of support based on student data.

3.8.2 Coaches articulate the research-based principles and decision-making processes that guide differentiated instruction and explain how instructional adjustments are made using student data across levels of instruction (at, below, or above grade level).

3.8.3 Coaches demonstrate the process of and engage educators in the planning and implementation of evidence-based differentiated literacy instruction based on student data to improve accessibility and learning for all students.

9. Coaches support educators to select appropriate texts aligned to instructional intent and specific learning outcomes.

3.9.1 Coaches articulate the research and instructional principles that guide the selection of decodable and complex texts, including how different text types serve distinct purposes in developing word reading, language comprehension, and overall reading proficiency.

3.9.2 Coaches demonstrate the process of and engage educators in the selection of texts to match the purpose of instruction.

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<p>Domain 4: Development and Implementation of Literacy-Focused Professional Learning</p> <p>Descriptor: Literacy coaches design and facilitate professional learning that builds educator capacity to plan, implement, and monitor effective literacy instruction. They apply adult learning principles and learning sciences, use intentional coaching approaches, and monitor the impact of professional learning on instruction and student outcomes.</p>	<p>1. Coaches apply adult-learning principles and deep knowledge of educators' context, roles, and experience levels to design and facilitate literacy-focused professional learning that is relevant, engaging, and transferable to classroom practice.</p>	<p>4.1.1 Coaches articulate the principles of adult learning and learning science that inform the design of effective literacy-focused professional learning for educators with varied roles, contexts, and experience levels.</p> <p>4.1.2 Coaches design and facilitate engaging literacy-focused professional learning that applies principles of adult learning, learning science, and is responsive to educator context to promote transfer to classroom practice.</p>
	<p>2. Coaches co-develop, implement, and monitor multi-session literacy-focused professional-learning plans by setting data-informed goals, sequencing learning, and using cycles of inquiry to refine support.</p>	<p>4.2.1 Coaches co-develop data-informed goals and expected outcomes for multi-session literacy-focused professional learning aligned to identified instructional priorities.</p> <p>4.2.2 Coaches sequence professional learning experiences to build educator knowledge and skills progressively over time.</p> <p>4.2.3 Coaches monitor evidence of implementation and impact to refine literacy-focused professional learning using cycles of inquiry.</p>
	<p>3. Coaches combine the use of data and research-based coaching techniques to deepen educators' literacy knowledge and promote continuous instructional improvement.</p>	<p>4.3.1 Coaches justify the selection of research-based coaching techniques based on educator data to differentiate literacy coaching support.</p>
	<p>4. Coaches employ a strategic combination of literacy-focused professional-learning practices to build educator capacity and ensure evidence-based practices are implemented with fidelity.</p>	<p>4.4.1 Coaches articulate how to differentiate support using literacy-focused professional learning practices to promote engagement, learning, and capacity-building.</p> <p>4.4.2 Coaches articulate how to differentiate coaching practices using research-based strategies to promote fidelity of implementation.</p>
	<p>5. Coaches engage in ongoing, systematic reflection on the design, delivery, and refinement of professional learning to continuously improve instructional support for educators.</p>	<p>4.5.1 Coaches examine multiple sources of evidence, including teacher observations, student achievement data, and educator feedback, to inform the refinement of literacy-focused professional learning.</p>
	<p>6. Coaches support educators to become reflective practitioners through self-evaluation of their instructional practice and student learning outcomes.</p>	<p>4.6.1 Coaches demonstrate the process of and engage educators in reflection and self-evaluation following observations that support educators in analyzing student progress toward ELA standards.</p>