The Sandra Dunagan Deal Center for Early Language and Literacy

Literacy Coach Evaluation Plan

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Introduction

This evaluation plan was created prior to recent proposed legislation (HB 1193) aimed at bringing a cadre of school-based literacy coaches into the field suggests a need to shift from the initial focus of the Unified Literacy Coaching Project to better meet evolving needs. Specifically, HB 1193 may substantially change how the three State Literacy Coaching System in Georgia function to support educators statewide, thus this evaluation is likely to require substantial revision.

The initial purpose of this plan was to evaluate the three State Literacy Coaching Systems in Georgia. Those systems include: (1) Growing Readers Coaching Specialists program, (2) Let's Read Georgia, and (3) Structured Literacy Coaching in Comprehensive School Improvement schools. Literacy coaching in Georgia has expanded in recent years due to HB 538, known as the Early Literacy Act, which was signed into law in April 2024. The act was a response to the literacy deficit in Georgia and identifies several components for systematically improving literacy instruction and outcomes that have been tasked to the Georgia Department of Education (GaDOE), Regional Education Service Agencies (RESA), and the Governor's Office of Student Achievement (GOSA).

The sections that follow provide a definition of a literacy coach, a general theoretical framework for literacy coaching, and a collection of learning theories that underlie the framework, and overviews of each state literacy coaching system.

What is a Literacy Coach?

The International Literacy Association (ILA) defines literacy coaches as being: "primarily responsible for improving classroom instruction by supporting teacher learning and facilitating literacy program efforts." Further, literacy coaches "collaborate with individual and groups of teachers via coaching and professional learning (PL) activities to improve classroom, grade-level, departmental, and schoolwide literacy teaching and learning." (International Literacy Association, 2015).

A General Theoretical Framework for Literacy Coaching

While Georgia literacy coaching systems provide literacy coaching and support in different ways, the systems are generally grounded in a theory of change that aligns with the ILA definition. Specifically, literacy coaching improves the knowledge and skills of educators who teach literacy. In turn, those educators improve their literacy instruction, resulting in improved literacy outcomes for students (Figure 1). Like the educators they coach, Georgia literacy coaches engage in a continuous improvement cycle to remain abreast of the always-evolving research on literacy development, effective literacy coaching, and effective literacy instruction with the goal refining and improving their own practice.

Figure 1:

A General Theoretical Framework for Literacy Coaching: A Path to Student Outcomes.
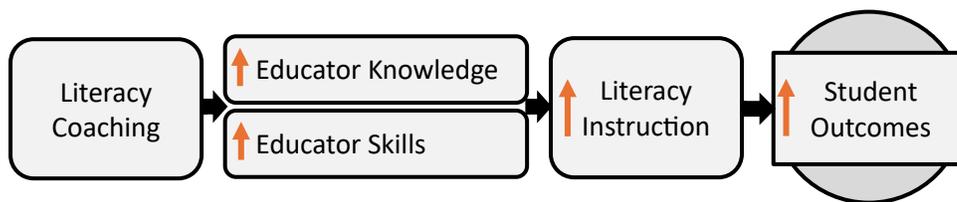
Supporting Educator Learning: Not a "one-size fits all" Endeavor

Given the lack of research evidence to support a single learning theory in coaching practice, it is essential that one approach to learning is not universally adopted across the complex work in which literacy coaches engage. Instead, effective literacy coaching is rooted in multiple learning theories that, separately and in combination, support educators to build and strengthen the knowledge and skills necessary for sustained implementation of effective literacy instructional practices that in turn positively impact students' literacy outcomes. Literacy coaches should leverage learning theories strategically at various points in the coaching process, and for various purposes.

Growing Readers Coach Specialists Program

The Growing Readers (GR) coaching system launched in 2015-2016 and has undergone continuous refinement to effectively support structured literacy instruction. The system is designed and implemented through Georgia's 16 RESAs and is led by a program manager and a three-person design team. GR is funded through a professional learning grant, and the system is administered through the GOSA and the GaDOE.

GR coaches work directly with K-5 educators in low-performing schools to enhance literacy instruction during a two-year program of support. Participation with GR is voluntary. GR coaches provide various supports including but not limited to support in the following categories:

- **Professional Learning** (e.g., providing educators with two 2-day PL sessions per year)
- **1:1 Coaching** (e.g., providing educators with 2 coaching cycles per semester, including coaching support visits at least 3 times per semester)
- **Coach Collaborations** (e.g., collaborative work with principals and/or district administration; working directly with school-based coaches where present)
- **Coach Professional Learning** (e.g., attending 8-9 PL sessions per year)

During 2024-2025, 45 GR literacy coaches supported 84 schools across 43 districts.

Let's Read Georgia

The Let's Read Georgia (LRG) literacy coaching system launched in July, 2024 with a directive from the Georgia Legislature. Regional coaches were placed in each RESA. LRG is funded by the state of Georgia.

LRG coaches are hired by RESAs and strive to provide supports that meet the specific needs of districts and schools. The goal is for coaches to build the capacity of school coaches and educators through high quality PL, demonstrating lessons, and providing effective feedback.

During 2024-2025, 122 LRG literacy coaches provided supports that impacted nearly 100% Georgia schools, across 194 districts.

Structured Literacy Coaching in Comprehensive School Improvement Schools

The Structured literacy coaching in Comprehensive School Improvement (CSI) schools coaching system launched in spring, 2024. The CSI coaching system is funded through the GaDOE using existing federal funding that supports implementation of Georgia's Early Literacy and Dyslexia Act (HB 307).

CSI coaches are school based but also work under the direction of the GaDOE State Literacy Coaching Coordinator. Coaches are placed in schools designated as CSI (i.e., the lowest performing 5% of schools) for three years, working directly with K-3 educators to increase teacher capacity, instructional effectiveness, and ultimately student reading proficiency. CSI coaches provide support in six categories:

- **Prep Work** (e.g., analyzing data to guide planning, planning PL)
- **1:1 Coaching** (e.g., collaborative problem-solving, observing educators and/or students)
- **Group Professional Learning** (e.g., providing educators with structured literacy PL, guiding data analysis)
- **Learning Walks** (e.g., conducting ~20-minute observations of educator practices, student behaviors),
- **Coach Collaborations** (e.g., collaborative work with administrators, other coaches)
- **Coach Professional Learning** (e.g., keeping up to date on research, attending coaching PLCs)

During 2024-2025, 60 CSI literacy coaches supported nearly 1,000 teachers in 60 schools across 24 districts.

Evaluation Plan for Growing Readers (GR) Coaching Specialists

The GR program is a voluntary, RESA-administered PL system aimed at enhancing literacy instruction in K-5 classrooms across Georgia. Priority for inclusion is given to schools identified as low performing. Growing Readers emphasizes key strategies such as conferring with students, establishing strategy groups, and implementing targeted interventions through coaching specialists. Given the system's voluntary nature and school-level selection process, this evaluation plan proposes two options for a causal study: a randomized controlled trial (RCT) and a quasi-experimental design (QED). Both options adopt a within-school design, where some teachers receive the GR intervention while others do not, to minimize school-level confounding and leverage natural variation in exposure. This approach allows for more precise estimation of coaching effects on individual teachers and their students.

The evaluation will begin July 1, 2026, with the 2026/27 school year designated as the planning year and the 2027/28 school year as the study year. During the planning year, activities will include measure identification (e.g., finalizing a teacher knowledge test on the science of reading if using a QED), school selection, and securing agreements on the study design with stakeholders such as districts, GaDOE and RESAs. There will be no full pilot year, but limited piloting will occur for both the teacher and coach observation rubrics and teacher knowledge measures in 5-10 schools during planning to refine reliability and administration.

The study will use administrative data from GOSA, the GaDOE, and the RESAs, supplemented by teacher-level collections. The primary measure for student outcomes will be universal screeners, which assess composite literacy skills, enabling frequent and sensitive tracking of progress within the school year. Teacher and coach observations will employ a validated rubric like the (TBD) with inter-rater reliability of at least 0.80.

The plan is designed to meet What Works Clearinghouse (WWC) Standards (Version 4.0 or later). The RCT option aims for "Meets WWC Standards Without Reservations" by using randomization at the teacher level within schools. The QED option targets "Meets WWC Standards With Reservations" due to non-random assignment, relying on matching.

Research Questions

The evaluation addresses the following research questions:

1. What is the effect of GR coaching on teacher instructional practices in literacy and student literacy outcomes, as measured by universal screeners?
2. How do effects vary by teacher characteristics, coach quality, or by student characteristics?
3. What is the role of implementation fidelity in moderating program effects?
4. What are teachers' and school leaders' perceptions of GR system, and what suggestions do they have for improvement?

RCT Option (Preferred – Meets What Works Clearinghouse Standards Without Reservations)

The RCT is the preferred and most rigorous design. It will produce the strongest possible evidence by randomly assigning teachers within the same school to either receive GR coaching

immediately or serve as a control group (continuing with their regular literacy supports). Random assignment at the teacher level ensures that the two groups are equivalent on average — both in observable characteristics (experience, knowledge, student demographics) and unobservable ones — eliminating selection bias and giving stakeholders confidence in the results.

School and teacher selection. All schools that apply and are selected for the 2027/28 and 2028/29 two-year GR cohort will be invited to participate in the evaluation, with a final target of 80 schools. In each participating school, the principal will nominate 8 eligible K–5 classroom teachers who deliver core literacy instruction (ideally 2 per grade band). Of these 8 teachers, 4 will be randomly chosen to receive GR coaching during 2027/28, while the other 4 will serve as controls. Control teachers will continue with their existing support and will receive GR coaching in 2028/29. The randomization will be conducted by the independent evaluation team (not by RESAs or schools) using secure software.

Sample size and power. 80 schools × 8 teachers = 640 teachers (320 treatment, 320 control), reaching roughly 16,000 students. This sample provides at least 80% power to detect impacts of 0.20 standard deviations or larger on both teacher practice (observation rubric scores) and student literacy outcomes (universal screener composite), even after accounting for clustering and strong covariates.

Analysis approach. The primary estimate will be the intent-to-treat (ITT) impact — the difference in outcomes between teachers (and their students) randomly assigned to GR coaching versus control. Multilevel models will account for nesting (students within teachers within schools) and include rich covariates (baseline scores, student demographics, engagement, and attendance, teacher experience, coaching quality, school characteristics, and existing literacy programs identified in the statewide survey). Subgroup impacts will be reported for economically disadvantaged students, Black and Hispanic students, and other subgroups of interest. We will also examine whether higher coaching dosage or fidelity produces larger effects.

Timeline

- Planning year (2026/27): pilot measures, secure school commitments, IRB agreements.
- August 2027: finalize randomization and collect beginning-of-year (BOY) student screener data, baseline teacher and coach observations.
- 2027/28 school year: treatment teachers receive the full GR coaching cycle; control teachers continue usual practice.
- 2027/28 school year, data collection: 3–4 blinded classroom observations per teacher, 2 coach observations per specialist, quarterly student universal screeners (BOY, MOY, EOY), and detailed coaching logs.

QED Option (Fallback – Meets What Works Clearinghouse Standards With Reservations)

If stakeholder feedback or logistical constraints during the planning year make full randomization unacceptable in a substantial number of schools, the evaluation will shift to a strong QED using propensity-score matching within schools. This fallback still produces

credible, WWC-certifiable evidence and uses the identical schools, measures (with the exception of a required teacher baseline science-of-reading knowledge test), timeline, and sample size as the RCT.

Matching process. Within each participating school, 4 teachers will be assigned to receive GR coaching based on normal program rules (capacity, principal recommendation, etc.). The other 4 teachers will be selected as matched controls using propensity scores calculated from:

- Baseline science-of-reading knowledge (pre-test)
- Years of experience, certification type, grade level
- Student demographics in their classroom

Matching will be performed with restrictions to ensure excellent balance (standardized mean differences ≤0.10 on all covariates, ≤0.05 on baseline student screener scores where available). Schools with poor matches will be dropped or replaced.

Analysis approach. Impacts will be estimated using multilevel regression: propensity-score weights combined with the same covariate adjustments as the RCT. Subgroup, moderation, and implementation analyses will mirror the RCT exactly. The only difference is the addition of the teacher knowledge test as a match control to determine baseline equivalence.

Evaluation Plan for Let's READ, Georgia (LRG) Coaches

The Let's READ, Georgia (LRG) initiative is a statewide literacy coaching program that launched in July 2024 and is administered through Georgia's sixteen RESAs. The program provides job-embedded PL and coaching support to K-5 teachers upon school or district request. Services include demonstration and modeling lessons, co-teaching, non-evaluative classroom observations with targeted feedback, consultative guidance, collaborative planning, and PL sessions delivered on-site, virtually, or in hybrid format.

Because LRG is voluntary, has been available to every elementary school since July 2024, and is delivered on an as-requested basis, an RCT is neither feasible nor ethical. This evaluation therefore employs the most rigorous design possible under these constraints: a hybrid interrupted time-series (ITS) design for student achievement outcomes combined with a covariate-adjusted regression design that incorporates within-school fixed effects where possible. The ITS component leverages Georgia's universal screener historical data by establishing the pre-existing trajectory of reading growth across all elementary schools, then testing whether that trajectory meaningfully shifted—either in level or in slope—after the July 2024 statewide launch of LRG, after accounting for seasonality and other factors. This dual approach will produce credible causal evidence that meets WWC Standards With Reservations—the highest rating attainable for a fully scaled, non-experimental statewide program.

The evaluation will start on July 1, 2026, with the 2026/27 school year serving as the planning and historical data-assembly year and the 2027/28 school year designated as the primary study year for all new teacher-level data collection. No new classroom observations, teacher surveys, or other collections will take place before the 2027/28 school year; all pre-2027/28 analyses will rely exclusively on existing administrative records.

The study will draw primarily on administrative data from the GaDOE, GOSA, and comprehensive RESA coaching logs that document dosage (hours) and service type for every coaching encounter from July 2024 onward. These administrative sources will be supplemented during the 2027/28 school year by new, blinded teacher observations and coach observations. The primary student outcome measure will be school-level universal screener composite scores, collected statewide at beginning-of-year, middle-of-year, and end-of-year intervals for multiple years before and after the July 2024 launch, providing frequent measurement of reading growth.

Research Questions

The evaluation addresses the following research questions:

1. What is the effect of LRG coaching on teacher instructional practices in literacy and student literacy outcomes, as measured by universal screeners?
2. How do effects vary by teacher characteristics, coach quality, or by student characteristics?
3. What is the role of implementation fidelity in moderating program effects?
4. What are teachers' and school leaders' perceptions of the LRG program, and what suggestions do they have for improvement?

Sample size and power. Teacher instructional practice will be assessed using a validated observation rubric, administered by trained observers who are blinded to each teacher's coaching history and targeting inter-rater reliability of at least 0.80. Another observation rubric will be used to rate the quality of the coaches for use as a covariate. The recommended teacher sample consists of 400 teachers in 100 schools, and depends on strong predictors from coaching dosage, service-type indicators, teacher experience, baseline school achievement, and RESA fixed effects. These predictors are expected to explain a significant amount of variance between teachers ($R^2 \approx 0.55$–0.65). In addition, three repeated observations per teacher will be required to provide sufficient information per teacher. These specifications will provide the ability to detect a relationship between high-impact coaching and observed practice with at least 80% power for a 0.20 SD relationship.

The ITS component for student outcomes will use at least eight pre-intervention waves and four or more post-intervention waves and extensive covariates, including student characteristics and factors such as school attendance and engagement. The primary student outcome measure will be school-level universal screener composite scores, collected statewide at BOY, MOY, and EOY intervals for multiple years before and after the July 2024 launch using administrative data. These data will allow us to use the full population of Georgia elementary schools with exposure to LRG and screener results to detect sustained level or slope changes of 0.20 SD or smaller.

Analysis approach. Student achievement will be examined using an ITS framework that models quarterly universal screener composite trends before and after July 2024, estimating both immediate level shifts and changes in slope while controlling for school year and school demographics, including average school attendance and average student engagement. Teacher practice analyses will use multilevel regression models that include total coaching hours, binary or count indicators for high-impact service types, teacher and classroom covariates, and RESA fixed effects.

Timeline

- Planning year (2026/27): Secure agreements, IRB approvals, clean universal screener and coaching-log data, finalize rubric, train observers, pilot in 15–20 schools, and select the final 100 schools/400 teachers.
- August 2027 – May 2028 (Primary Study Year): Conduct three waves of blinded observations, extract complete 2024–2028 coaching logs, and collect final spring 2028 universal screener data.
- June – December 2028 (Analysis & Reporting): Run primary ITS and regression models, conduct subgroup and sensitivity analyses.

Evaluation Plan for Comprehensive School Improvement (CSI) Literacy Coaching

The Comprehensive School Improvement (CSI) initiative identifies Georgia's lowest-performing elementary schools—those falling in the bottom 5% statewide on the College and Career Ready Performance Index (CCRPI)—and provides them with intensive, structured literacy coaching focused on phonics, phonemic awareness, fluency, vocabulary, comprehension, and writing. Because eligibility is determined by a sharp, objective cutoff score, the most rigorous and credible evaluation design is a regression discontinuity design (RDD). This design compares schools that fall just below the cutoff (and therefore receive CSI coaching) with schools that fall just above the cutoff (and do not). Schools on either side of that line are virtually identical in prior performance and characteristics except for their CSI eligibility, so any sudden "jump" in outcomes right at the cutoff can be confidently attributed to the coaching program itself. When the cutoff is not manipulated, RDD produces causal evidence that meets WWC Standards Without Reservations—the same rating given to a well-run randomized trial. The evaluation will measure effects on two levels: student reading achievement (school-wide universal screener composite scores) and teacher instructional practice (blinded classroom observations). Coach practice and quality (observations of coaching sessions) will be used as a covariate.

The evaluation will officially begin July 1, 2026. The 2026/27 school year will be used for planning and historical data assembly; the first new observations of teachers and coaches will occur only during the 2027/28 school year.

Research Questions

The evaluation addresses the following research questions:

1. What is the effect of CSI coaching on teacher instructional practices in literacy and student literacy outcomes, as measured by universal screeners?
2. How do effects vary by teacher characteristics, coach quality, or by student characteristics?
3. What is the role of implementation fidelity in moderating program effects?
4. What are teachers' and school leaders' perceptions of the CSI program, and what suggestions do they have for improvement?
5. How did the PL experiences and services available to teachers differ in intervention and comparison school?

Sample Size and Power. All elementary schools within the optimal RDD bandwidth of the bottom-5% CCRPI cutoff across the 2024/25 through 2027/28 cohorts to provide a large enough sample to reliably estimate the effects. (Note that these comparison samples are valid even if schools move in and out of CSI status from year to year). The teacher observation sample will consist of 480 K–5 teachers (6 teachers per school) in the 80 schools closest to the cutoff (40 CSI schools + 40 comparison schools immediately above the cutoff). Every CSI literacy coach assigned to those same 40 CSI schools will be observed 3 times each during 2027/28.

With the forcing variable (centered CCRPI score) alone explaining 60–70% of the variance and additional covariates, the design has ≥80% power to detect discontinuities of 0.20 SD on student achievement and 0.22–0.25 SD on the teacher-practice outcome.

Analysis Approach. Both outcomes (student achievement and teacher practice) will be analyzed using the same sharp regression discontinuity framework. Standard RDD validity checks will be performed. Within CSI schools, a second-stage model will test whether higher coach observation scores predict stronger teacher and student gains.

Timeline

- July 1, 2026 – December 2026 (Planning & Preparation)
  Secure data agreements; finalize teacher and coach rubrics; recruit and train observers; obtain IRB approval.
- January 2027 – June 2027 (Sample & Logistics)
  Identify bandwidth schools across cohorts; select the 80 observation schools; secure principal agreements and individual teacher/coach consent.
- July 2027 – May 2028 (Primary Data Collection)
  Three waves of blinded teacher observations (480 teachers) and coach observations (40–50 coaches); collect spring 2028 universal screener composites.
- June 2028 – December 2028 (Analysis & Reporting)
  Run RDD models for all three outcomes; test coach-quality mediation; produce final technical report, executive summary, and policy brief.

Combined Analysis of Georgia's Three Literacy Coaching Systems (CSI, GR, and LRG)

Georgia funds three distinct literacy coaching programs that operate simultaneously but, in practice, serve largely non-overlapping sets of elementary schools within any given year:

- CSI – mandatory, intensive coaching for schools in the bottom 5% on CCRPI
- GR – voluntary, state-funded coaching for a selected cohort of schools
- LRG – statewide, on-request coaching delivered by RESAs; technically available to every school

For analytic purposes, exposure in 2027/28 is treated as mutually exclusive (a school receives only one of the three programs or none). This is a reasonable and conservative assumption that likely reflects actual practice and greatly simplifies interpretation. This combined correlational study uses existing statewide administrative data to estimate the independent association of each coaching system with 2027/28 universal screener outcomes after controlling for prior achievement and school characteristics. The analysis will directly compare the strength of association across the three programs and examine dosage effects within each. The evaluation will officially begin July 1, 2026. All data are routinely-collected administrative records.

Research Questions

1. After adjusting for prior achievement and school demographics, what is the independent association between receiving CSI only, GR only, or LRG only in 2027/28 and school-level universal screener composite scores that year?
2. Which of the three coaching models shows the strongest association with reading growth in the distinct schools it serves?

3. Within each program, is higher dosage (years under CSI, GR coaching cycles completed, or LRG coaching hours received) associated with larger gains?
4. Do associations differ by school poverty level, school average attendance, percentage Black/Hispanic, rural/urban status, or RESA region?

Sample Size and Power. The sample includes all public elementary schools in Georgia with valid universal screener composite scores in 2026/27 (baseline) and 2027/28 (outcome). Typical annual distribution under the no-overlap assumption:

- CSI only: ≈ 50–70 schools
- GR only: ≈ 80–100 schools
- LRG only: ≈ 300–400 schools
- No coaching from these three programs: remainder

With two years of lagged screener scores explaining 75–85% of variance, the study is powered to detect associations as small as 0.15 SD (main effects) and 0.18–0.20 SD (program-to-program comparisons) with ≥80 % power (α = 0.05).

Analysis Approach. The combined analysis will be conducted at the school level using ordinary least squares regression with robust standard errors clustered by district to account for any within-district correlation. The primary model estimates the independent association of each coaching system with the 2027/28 universal screener composite score while treating exposure as mutually exclusive in that year (a school is coded 1 for exactly one program or for none). Dosage will be included in the model and captured through program-specific variables: years a school has been CSI-eligible, number of completed GR coaching cycles, and total LRG coaching hours recorded in RESA logs.

The covariate set will include two years of lagged universal screener composites (2025/26 and 2026/27), which alone typically explain 75–85 % of the variance in the following year's scores; current-year percentages of economically disadvantaged students, average school attendance, Black and Hispanic students, enrollment size, Title I status, rural/urban designation, and RESA fixed effects. This specification removes the vast majority of confounding due to prior performance and observable school characteristics.

All models will also examine interactions with key school characteristics (poverty level, racial composition, rurality) to identify whether any program appears especially effective—or less effective—for particular subgroups of Georgia students.

Timeline

- July 1, 2026 – June 2027 (Planning & Data Year)
  Secure final data-sharing agreements with GaDOE, GOSA, and RESAs; clean and validate universal screener and program-exposure records for 2024–25 through 2026–27; finalize analytic code.

- July 2027 – May 2028 (Outcome Year)
  Collect routine spring 2028 universal screener composite scores (no additional work for schools).
- June 2028 – December 2028 (Analysis & Reporting)
  Run primary models and dosage analyses; prepare concise report and visual comparison dashboard showing the relative strength of association for CSI-only, GR-only, and LRG-only schools.

Evaluation Measures

Teacher Knowledge Test on the Science of Reading

<<MEASUREMENT MODEL HAS BEEN PROPOSED>> After the Georgia Literacy Coaching Standards and Competencies have been ratified, it is suggested that a **formative competency measurement framework** be developed. This unique competency measurement framework would be unique to Georgia.

This measurement framework would include measures that produce data that can be used in a *formative* way—to guide initial literacy coach development along with ongoing support and professional learning that can be used effectively with an individual coach or groups of coaches. Additionally, the data can be used in a *summative* way—to establish whether a literacy coach has met performance criteria as part of a literacy coach endorsement pathway.

This unique measurement framework would have utility as a criterion for the Literacy Coach Endorsement but would also have utility for supporting the professional learning of educators who aspire to become endorsed literacy coaches.

A proposal for this unique measurement framework has been developed and presented to literacy leaders in Georgia.

Teachers' Structured Literacy Instructional Fidelity: [Structured Literacy Block Screening Tool](#)

Teachers will be evaluated to understand the extent to which they are implementing structured literacy during their reading block using the Structured Literacy Block Screening Tool. This tool is currently being used for literacy coaching in CSI schools. It is recommended that potentially helpful adaptations to practices should be noted if they are observed (see **Potential addition to the Structured Literacy Block Screening Tool**). Thoughtful adaptations can potentially strengthen student outcomes if done strategically and can be a type of differentiation. Student engagement during instruction is another important factor (see measure and description below). This could potentially be added to the Structured Literacy Block Screening Tool.

Student Engagement: [Student Engagement During Instruction](#)

During classroom observations, student engagement should also be assessed because it has the potential to mediate student outcomes.

Coach Quality: Coach Observation Tool

<<UNDER CONSTRUCTION>> This tool is planned for development after the Georgia Literacy Coach Standards and Competencies have been ratified.

Principals' Perceptions: [Principals' Perceptions Survey](#)

Research shows that when principals and literacy coaches work together, results improve more than when there is not a

Self-Efficacy: [Self-Efficacy – Literacy Instruction and Literacy Coaching](#)

Self-efficacy is a potentially important variable to examine related to literacy coach and educator efficacy. This is because an individual's level of self-efficacy can influence what tasks they may be willing to do or may try to avoid doing. For example, a literacy coach who does not have a high level of self-efficacy in data analysis may avoid analyzing data in their role as a literacy coach; a teacher who does not understand how to differentiate instruction to meet their students' needs may not attempt to do so.

It is proposed that literacy coaches complete self-efficacy scales in the areas of literacy coaching and literacy instruction. Educators included in the evaluation should complete the self-efficacy scale in the area of literacy instruction.

Coaching Services Provided: [Services Survey](#)

Tracking how a coach allocates their time is essential for understanding what activities are most effective for improving literacy coach practice, teachers' instructional practice, and student outcomes. Literacy coaches may fall into one of several categories: (1) Coach Leadership whose job is primarily program design, leadership duties, or "coaching coaches"; (2) Professional Learning Providers whose job is primarily providing professional learning experiences for literacy coaches and/or educators; (3) Literacy Coaches whose job is primarily focused on working directly with educators and school leaders. Each of these roles differ as will time allocation. Services Survey data will be used to analyze time allocation for each role and the relation of time allocation to outcomes.

Student Outcomes: Universal Screener Results

Student outcomes will be determined after evaluation sites have been selected.

Appendix A: Summary Tables

Table 1. Research questions, constructs, data sources, participant time burden, and data collection schedule

Research question	GR	LRG	CSI	All	Constructs measured	Data collection method/source	Schedule

Table 2. Data Sources

Type of data	Data source
Student	
Teacher	
School	
Coach	

Table 3. Major Activities and Milestones

Activity/milestone	2026											
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec

Activity/milestone	2027											
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec

Activity/milestone	2028											
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec

Structured Literacy Block Screening Tool

The following tool is intended to serve as an initial screening step to gauge the presence of all essential elements within a comprehensive structured literacy block.

- Like universal screening for students needing to be followed up with diagnostic assessments to determine targeted support, the results of this screening tool should be followed by a deeper level of targeted observation and support to meet observed needs. That deeper dive may involve component-specific coaching tools from each Ga Literacy Academy module and curriculum-specific walkthroughs used at the school or district level.

- The observed presence of all indicators likely indicates that the school has put in place schedules, training, and resources necessary for research-based literacy instruction. A possible next step may be to focus on quality and consistency within specific aspects. The observed absence of one or more indicators at a classroom, grade, or school level may indicate a need to adjust schedules, training, or resources to set teachers and students up for success.

- Each indicator below includes hyperlinks to video explanations and brief examples of representative instruction. These videos can be used to ensure common understanding of the terminology and instructional expectations.

- Numbering is included to help with referring to different indicators during follow up conversations; the numbers do not indicate a prescribed order in which instruction should occur.

- Indicators are not intended to represent discrete segments of time or isolated learning experiences. For example, teachers may point out complex syntax in a decodable text, discuss complex syntax in a mentor text during comprehension instruction, or engage students in using complex syntax in their own writing.

- Since literacy involves the integration of multiple skills, observers should be prepared to reflect on the totality of an observed lesson to determine which indicators were present. For example, a single observation of teachers and students engaged in exploring rich vocabulary words within a given text may include decoding their pronunciation, discussing their meaning using visuals, and making connections to similar words in other languages.

To gauge the pervasiveness of structured literacy instruction school-wide, one form should be used for each K-2 classroom. Results should be aggregated to determine needs for next steps at the teacher, grade, and school level.

Transferable Indicators	School-Specific Look Fors	Observed – Yes or No	Notes and Next Steps
1. Facilitates relevant phonemic awareness activities that follow a logical sequence (isolation-> blending-> segmenting)			
2. Model and practice decoding and encoding with a combination of familiar and unfamiliar words with letter tiles, sound boxes, phoneme-grapheme mapping, etc.			
3. Have students identify and decode words in sentences and passages that include current and previously taught spelling patterns (i.e. decodable texts)			
4. Students are exposed to rich vocabulary and complex syntax both orally and written			
5. Teachers plan to discuss word meaning including visuals, pictures, gestures and props when possible			
6. Teacher considers linguistic differences (language and dialect) when planning words and activities to do with students			
7. Integrates writing into phonics and comprehension instruction so that students can explore history, science, literature, and other content topics			

Observations using this tool will likely take place over a series of classroom visits rather than a single observation spanning the entirety of the literacy block. This monthly cumulative version allows a leadership team to capture the results of those observations over time and systematically schedule subsequent visits to target previously unobserved indicators.

Transferable Indicators	School-Specific Look Fors	Observed – Yes or No				Notes and Next Steps
		Wk1	Wk2	Wk3	Wk4	
1. Facilitates relevant phonemic awareness activities that follow a logical sequence (isolation-> blending-> segmenting)						
2. Model and practice decoding and encoding with a combination of familiar and unfamiliar words with letter tiles, sound boxes, phoneme-grapheme mapping, etc.						
3. Have students identify and decode words in sentences and passages that include current and previously taught spelling patterns (i.e. decodable texts)						
4. Students are exposed to rich vocabulary and complex syntax both orally and written.						
5. Teachers plan to discuss word meaning including visuals, pictures, gestures and props when possible						
6. Teacher considers linguistic differences (language and dialect) when planning words and activities to do with students						
7. Integrates writing into phonics and comprehension instruction so that students can explore history, science, literature, and other content topics						

Observer Training (content from Nik Philmon):

Presentation Slides

Components of a Structured Literacy Block
        Part 1.
        https://url.gadoe.org/euqv
        Part 2.
        https://url.gadoe.org/2bl6

Potential additions to the Structured Literacy Block Screening Tool:

Adaptations.

Adaptations to common ways to implement instructional practices can have the potential to strengthen outcomes if matched to student needs and context and can viewed as a type of differentiation. Such adaptations should be recorded if the observer notes that the educator has designed a practice (or aspects of a practice) to work better in their context. This should be confirmed by asking the teacher the following after the observation has been conducted: *"I noticed that you did _____ during your lesson. Can you tell me about your reasons for doing so and the impact you have observed that your change has on students' experience or learning during instruction?"*

These kinds of potentially helpful adaptations are discrete from a teacher who has missed a step of an instructional practice or does not seem to know how to implement a particular practice.

Record notable adaptations you observed (if applicable):
Record the teacher's response to the question, *"I noticed that you did _____ during your lesson. Can you tell me about your reasons for doing so and the impact you have observed that your change has on students' experience or learning during instruction?"*

Student Engagement During Instruction

Reflection Tool for Engagement

SEE-KS

We believe that social engagement is the "*fuel*" for learning. This **FREE** resource is a way to notice if your school or classroom has an opportunity to enhance engagement for both educators and learners.

How much *fuel* is in your school's engagement tank? Use the engagement ladder to determine the fuel levels by noticing the "3i's" of engagement with your educators and learners.

Engagement Ladder		Educators	Learners	
4 / 3	4 3 2 1 0	*Educators are observed to be **invested** in supporting the engagement and social-emotional development of all learners.*	Learners are noticed to be **invested** in their learning with purpose and motivation across academic, social and emotional experiences.	4 3 2 1 0
2 / 1	4 3 2 1 0	*Educators are observed to be **independent** in their ability to provide instructional strategies that support all learners' engagement.*	Learners are noticed to be **independent** in their access to instruction and routines that support their knowledge and resourcefulness.	4 3 2 1 0
0	4 3 2 1 0	*Educators are observed to **initiate** with one another and engage in collaborative opportunities to explore enhancing all learners' engagement.*	Learners are noticed to **initiate** in their learning through action and expression by being strategic and goal directed with their engagement.	4 3 2 1 0

Engagement Ladder				
4 Fully engaged	**3** Mostly engaged	**2** Partially engaged	**1** Minimally engaged	**0** Not yet engaged

Change is Possible
Let's collaborate to create success that aligns with your district initiatives to engage learners and educators.

🔍	**Identify and Define Engagement** Use this **free** resource to identify if your classroom or school has an opportunity to enhance engagement.
	Strategize Your Plan Connect with us to discuss your results and develop a plan of action. Our team will customize next steps for your unique situation with measurable goals.
	Re-Engage Learners and Educators Inspired educators and thriving learners are crucial pieces of a thriving school. We look forward to collaborating with you.

Connect with us www.see-ks.com

Principals' Perceptions of Literacy Coaching

The perceptions survey below was validated by Jackson-Dean (2010) as part of a doctoral dissertation. Internal consistency of the 20-item survey was .92. Validity was established by an expert panel, evaluating the degree to which the survey aligned with the International Reading Association's guidelines for reading coaches.

Principals' Perceptions of Reading Coaches

Please circle the response that best reflects your perception of your reading coach for each statement. Respond using the following rating scale with the corresponding response choices: Key: 1 = SD - Strongly Disagree 2 = D - Disagree 3 = N - Neutral 4 = A - Agree 5= SA - Strongly Agree

1. The reading coach effectively analyzes student data to make instructional decisions regarding reading.	1	2	3	4	5
2. The reading coach effectively collaborates and plans with teachers on a weekly basis to help improve student achievement in reading.	1	2	3	4	5
3. The reading coach works with struggling readers on a consistent basis.	1	2	3	4	5
4. The Reading coach is a facilitator of the teaching and learning process.	1	2	3	4	5
5. The Reading coach is well received as instructional support by my teachers.	1	2	3	4	5
6. The reading coach is knowledgeable of the school's reading program.	1	2	3	4	5
7. The reading coach helps teachers to establish the routines and procedures needed to teach reading effectively.	1	2	3	4	5
8. The reading coach effectively demonstrates instructional practices (model lessons) for classroom teachers.	1	2	3	4	5
9. The reading coach is skillful at helping teachers reflect on their instructional practices.	1	2	3	4	5
10. The reading coach effectively observes reading instruction to determine teachers' instructional needs.	1	2	3	4	5
11. The reading coach provides effective feedback to teachers regarding their instructional practices.	1	2	3	4	5
12. The reading coach meets with me on a regular basis to help keep me knowledgeable and informed about the reading program at our school.	1	2	3	4	5

13. The reading coach helps me to prepare for and facilitate grade level data meetings in an effective manner.	1	2	3	4	5
14. The reading coach utilizes data to help our faculty identify professional development needs.	1	2	3	4	5
15. The reading coach provides ongoing professional development based on scientifically based reading research.	1	2	3	4	5
16. The reading coach is concerned about the reading achievement of all students.	1	2	3	4	5
17. The reading coach does an excellent job of promoting 100% literacy at our school.	1	2	3	4	5
18. Reading coaches are a critical part of the reading program at our school.	1	2	3	4	5
19. Reading coaches are essential to improve reading instruction.	1	2	3	4	5
20. Reading coaches are needed to help increase student achievement in reading and assure success for all students.	1	2	3	4	5

Self-Efficacy – Literacy Instruction and Literacy Coaching

Literacy Coaching Self-Efficacy

The literacy coaching self-efficacy scale below was validated by Brieske & Ulenske (2023). Internal consistency of the 14 items was .90 for the entire scale and ranged from 0.82 to 0.87 for the subscales Professional Learning and Collegiality, Coaching Instruction, and Diversity, Equity, and Inclusion.

Literacy Coach Self-Efficacy Scale

Directions: This questionnaire is designed to help us gain a better understanding of the beliefs that literacy coaches have regarding coaching tasks. Please indicate your opinion about each of the statements below. ***Rate your degree of confidence by recording a number from 1 to 7 using the scale given below.***

1—Cannot do at al	2	3	4-Moderately can do	5	6	7-High certain can do

1. I can communicate knowledge of instructional approaches to diversity (e.g., culturally responsive instruction, and use of diverse materials.
2. I can use various coaching processes (e.g., modeling, coteaching, providing feedback, and observing) in my work with teachers.
3. I can work with stakeholders (e.g., community agencies, families) to advocate for effective literacy programs.
4. I can assist colleagues in the interpretation of assessment data to inform schoolwide decisions.
5. I can use my knowledge of adult learning to support teacher reflection.
6. I can work with stakeholders to advocate for effective literacy policies.
7. I can coach colleagues in the implementation of the school's literacy curriculum across the academic disciplines.
8. I can plan professional learning activities based on assessment data analysis.
9. I can collaborate with teachers as they implement diverse learning experiences that are culturally and linguistically responsive to their student population.
10. I can coach teachers in the development of instructional routines.
11. I can facilitate professional learning activities based on data related to school improvement initiatives.
12. I can coach teachers in the development of grouping structures.
13. I can coach teachers to use literacy approaches that advocate for social justice.
14. I can share research with stakeholders.

Literacy Instruction Self-Efficacy

The educator self-efficacy scale of literacy instruction below was validated by Tschannen-Moran & Johnson (2011). Internal consistency of the 22 items was .96 for the entire scale.

Directions: Please indicate your opinion about each of the statements below. *Rate your degree of confidence by recording a number from 1 to 9 using the scale given below.*

1—Cannot do at al	2	3	4-Moderately can do	5	6	7-High certain can do

1. To what extent can you use a student's oral reading mistakes as an opportunity to teach effective reading strategies?
2. To what extent can you use a variety of informal and formal reading assessment strategies?
3. To what extent can you adjust reading strategies based on ongoing informal assessments of your students?
4. To what extent can you provide specific, targeted feedback to students' during oral reading?
5. To what extent can you adjust writing strategies based on ongoing informal assessments of your students?
6. How much can you do to meet the needs of struggling readers?
7. To what extent can you help your students monitor their own use of reading strategies?
8. To what extent can you provide your students with opportunities to apply their prior knowledge to reading tasks?
9. To what extent can you get students to read fluently during oral reading?
10. To what extent can you model effective reading strategies?
11. To what extent can you implement effective reading strategies in your classroom?
12. To what extent can you help your students figure out unknown words when they are reading?
13. To what extent can you implement word study strategies to teach spelling?
14. To what extent can you use students' writing to teach grammar and spelling strategies?
15. To what extent can you model effective writing strategies?
16. To what extent can you use flexible grouping to meet individual student needs for reading instruction?
17. To what extent can you integrate the components of language arts?
18. To what extent can you get children to talk with each other in class about books they are reading?
19. To what extent can you recommend a variety of quality children's literature to your students?
20. To what extent can you provide children with writing opportunities in response to reading?
21. How much can you do to adjust your reading materials to the proper level for individual students?
22. How much can you motivate students who show low interest in reading?

Services Survey

The Services Survey fields are based on the survey CSI coaches currently fill out weekly to track their hours. It is suggested that the existing survey be modified to account for various literacy coaching roles. There are current desired time allocations for literacy coaches who work directly After data are collected and analyzed for this evaluation, additional recommendations can be made for desired time allocations for other literacy coaching roles.

Instructions:

Please record the time you spent doing each activity to the nearest half hour.

       Time Categories:

- Classroom
- Walkthrough
- Leading
  - Providing professional learning to a small group (less than 10)
  - Providing professional learning to a large group (more than 10)
  - Program design
- Attending
- Preparing

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