

FLORIDA LITERACY COACH ENDORSEMENT

Upskilling current literacy coaches and building the pipeline of educators interested in pursuing a literacy coach role is critically important to meet the Department's literacy goals to set all students on a path to learn, graduate, and succeed.

Literacy coaches were established in the state of Florida in 2002 to support teachers with mastering the teaching of reading based on the science of reading. The literacy coach role was solidified in the K-12 Comprehensive Evidence-Based Reading Plan State Board Rule 6A-6.053, Florida Administrative Code (F.A.C.), in 2008. Literacy coaches serve as a stable resource for professional development and ongoing support for teachers and school leaders throughout a school to generate improvement in literacy instruction and student achievement. Coaches provide initial and ongoing professional development to teachers in:

Each of the major reading components based on an analysis of student performance data;

Administration and analysis of instructional assessments to inform instruction based on student needs; and

Providing differentiated instruction and intensive interventions.



CURRENT EXPECTATIONS

The current expectations of Florida Literacy Coaches is delineated in State Board Rule 6A-6.053, F.A.C., stating literacy coaches:

Work with school principals and the literacy leadership team to plan and implement a consistent program of improving reading achievement using evidence-based strategies that demonstrate a statistically significant effect on improving student outcomes as defined in 20 U.S.C. §7801(21)(A)(i);

Model effective instructional strategies for teachers in whole and small group instruction;

Collect and use data on instructional practices to inform and implement professional learning activities;

Train teachers to administer assessments, analyze data, and use data to differentiate instruction;

Coach and mentor teachers daily;

Work with teachers to ensure that evidence-based reading strategies and programs grounded in the science of reading are implemented with fidelity;

Continue to grow professionally to increase knowledge of and ability to apply effective pedagogy and andragogy; and

Prioritize time to teachers, activities, and roles that will have the greatest impact on student achievement in reading.

The main role of literacy coaches is to build capacity of teachers and leaders to ensure high quality literacy instruction is provided in every Florida classroom, ensuring every student sits in front of a teacher that has the knowledge and skill to teach them to read.

The Coronavirus Aid, Relief, and Economic Security Act, known as the CARES Act, established an initiative to upskill literacy coaches through developing and deploying a Literacy Coach Endorsement Program. The Literacy Coach Endorsement is for current coaches or teachers interested in pursuing a literacy coach position. Educators must be endorsed or certified in reading to participate in the Literacy Coach Endorsement. Educators successfully completing the program will earn a literacy coach endorsement on their teacher certification. The Florida Department of Education (FDOE) approved two entities to develop programs aligned to the FDOE Literacy Coach Definition, Domains and Standards that will be utilized to provide the Literacy Coach Endorsement Programs.:

I. FLORIDA CENTER FOR READING RESEARCH (FCRR)

II. UNIVERSITY OF FLORIDA (UF) LASTINGER CENTER

FLORIDA CENTER FOR READING RESEARCH (FCRR) LITERACY COACH ENDORSEMENT PROGRAM

FCRR, in collaboration with FDOE, has developed a face-to-face Literacy Coach Endorsement Program designed to meet the FDOE Literacy Coaching Domains and Standards. The course provides an opportunity for coaches to improve their coaching knowledge and skills by engaging in reading, analyzing videos, collaboratively participating in activities related to the literacy coach standards, and developing culminating projects for each module to demonstrate their growing knowledge and abilities. The following reflects the goals of the course, the path for meeting those goals, and content of the course.

GOALS

Increase the participants' knowledge and ability to carry out the role of a literacy coach as defined by the literacy coach endorsement program.

Complete the course and earn the literacy coach endorsement.

CONTENT OF THE COURSE:

The course consists of five face-to-face modules comprised of 15 sessions, which explicitly address the FDOE Literacy Coach Domains and Standards. The modules are designed to be delivered in order and are as follows:

Applying Principles and Practices that Foster a Positive Culture

Applying Effective Pedagogy and Andragogy

Collecting Data to Inform Professional Learning

Planning, Implementing, and Analyzing Literacy Instruction

Growing Professionally

PATHWAY FOR MEETING THE GOALS:

Participants will engage in the following to meet the goals of the course:

Complete more than 36 hours of seat time in face-to-face sessions.

Read at least 15 research articles on various aspects of coaching related to the domains and standards of the coaching program.

View and analyze more than 20 videos of coaching conversations, interviews, and strategies for coaching.

Collaborate with other participants during face-to-face sessions.

Complete self-study assignments to enhance their knowledge of the domains and standards of the coaching program.

Complete a culminating project after each face-to-face module, for a total of five projects, to demonstrate knowledge of the domains and standards of the coaching program and their ability to apply that knowledge.

UNIVERSITY OF FLORIDA (UF) LASTINGER CENTER LITERACY COACH ENDORSEMENT PROGRAM

UF Lastinger Center, in collaboration with FDOE, has developed an online Literacy Coach Endorsement Program that is a comprehensive program created to equip literacy coaches with the skills, expertise, and resources they need to collaborate with educators and increase the effectiveness of literacy instruction, and thereby improve literacy outcomes for all students. The program is grounded in the science of reading and effective literacy coaching practices and aligned to the FDOE Literacy Coaching Domains and Standards. There are five online modules, each with associated benchmark assignments.

All content is delivered virtually using a highly engaging format that includes videos, interactive activities, handouts, reflective assignments, self-evaluations, and relevant, job-embedded performance tasks. A trained facilitator provides participants with feedback for growth on assignments. Participants are expected to pass a comprehensive assessment to certify their knowledge of literacy instruction and coaching.

ONLINE MODULES

BENCHMARK ASSIGNMENTS

1	<p>Knowledge Building of Coaches Provides an introduction to literacy coaching, summarizes research on how coaching can transform student literacy outcomes, and describes what coaches need to know to implement standards-based literacy instruction grounded in the science of reading.</p>	<p>Coaching for Instructional Effectiveness: Reviewing Student Work</p>
2	<p>Use of Data to Inform Coaching Describes the principles of data-driven coaching, includes steps for planning and facilitating data-informed conversations, and offers strategies for collecting and using data to inform and implement professional learning opportunities.</p>	<p>A Coaching Data Display</p>
3	<p>Application of Pedagogy and Andragogy Explains foundational concepts of pedagogy and andragogy, describes proven methods of coaching support, details the features of effective professional development, and explains how to support teachers as they plan for differentiated reading instruction.</p>	<p>Identifying a Coaching Focus</p>
4	<p>Building Relationships to Establish a Culture of Coaching Describes principles of effective coaching partnerships, structures that promote collective responsibility for student and professional learning, including PLCs, collaborative planning, & lesson study; addresses common coaching dilemmas with practical, actionable strategies.</p>	<p>Coaching Conversation 1 (video submission)</p>
5	<p>Continuous Improvement and Professional Growth Concentrates on a coach's ability to grow professionally including using individual performance data to engage in professional learning; strategies on how to continually seek out and evaluate evidence-based instructional practices to share with colleagues.</p>	<p>Coaching Conversation 2 (certification video submission)</p>

LITERACY PLAYBOOKS

This endorsement program also includes a unique online feature: Literacy Playbooks. Literacy Playbooks are sets of resources for literacy coaches to use in their work with educators. Playbooks are based on the science of reading and aligned with the main domains of reading development. The six playbooks are: Phonological Awareness, Early Decoding, Advanced Decoding, Fluency, Vocabulary, and Comprehension. Literacy coaches can use the playbook resources to gain knowledge in the science of reading and disseminate that knowledge to teachers.