



## ENGLISH LANGUAGE ARTS

---

### Foundational Literacy Coaching

# Guide and Expectations

2026 - 2027

## Purpose/Overview

Repeated studies by Joyce and Showers have shown that when teachers participate in standard in-service models, they apply less than 20% of their learning back in their classrooms, as shared in the chart below (Showers, Joyce, & Bennett, 1987; Showers & Joyce, 1995.) Given the diverse needs of students and the expectation that students learn an increasingly rigorous curriculum, most teachers need ongoing, side-by-side support as they attempt to incorporate effective instructional practices into their classroom routines. Therefore, the professional learning described in the Foundational Coaching Grant is job-embedded professional development through one-on-one instructional and facilitative coaching support.

Relationship Between Levels of Impact and Components of Training

	Awareness Level Plus Basic Understanding	Skill Attainment	Application/ Problem Solving
Presentation of Theory	85%	15%	5-10%
Modeling	85%	18%	5-10%
Practice & Feedback	85%	80%	10-15%
Coaching	90%	90%	80-90%

*From: Student Achievement through Staff Development (Joyce & Showers, 1988)*

The Foundational Literacy Coaching Initiative was established in 2021 as the P-3 Literacy Coaching Initiative to advance instruction in early literacy skills and promote student learning through targeted deployment of well-trained literacy coaches. This coaching model is designed to help close the achievement gap among key student subgroups in Arizona through ongoing, evidenced-based training and support in effective literacy instruction within a coaching model. This targeted coaching is one of the key strategies outlined in [Arizona Literacy Plan 2030](#). Foundational Literacy Coaches support teachers in implementing evidence-based core reading curriculum, instruction, and assessment; professional development focused on the foundations of early literacy instruction; and the use of assessment data collection and analysis for driving instructional decisions and goal setting. The primary focus of this grant is improving Tier 1 Core instruction.

The Arizona state budget designates funding for literacy coaches to be deployed to schools within LEAs in most need to support the implementation of evidence-based reading instruction based on the science of reading. The literacy coaches support pre-k to

third grade teachers in building capacity in the science of reading, implementing evidence-based reading practices, and raising student achievement.

**This is a state reverting grant; therefore, all submissions for reimbursement must be completed by June 1. There will not be an option to draw down funds incurred after June 30 when submitting the completion report.**

### **Role of Literacy Coaches**

The role of the foundational literacy coach is to build teacher capacity in implementing the Arizona ELA and Early Language and Literacy (AZELS) Standards using literacy instructional practices which will improve student learning and performance. The role of a coach, defined by C. Toll, is “one who helps teachers to recognize what they know and can do, they assist teachers as they strengthen their ability to make more effective use of what they know and do, and supports teachers as they learn more and do more” (2006). Therefore, a clearly articulated role is essential to the success of the initiative.

Responsibilities of the foundational literacy coach include building the capacity of pre-k through 3<sup>rd</sup> grade classroom teachers, ESS teachers, and reading interventionists in reflective practice focused on improving reading instruction/student achievement in following ways:

- Providing information and training to teachers in a variety of settings (e.g., whole group staff development, grade level meetings, one-on-one)
- Modeling and co-teaching instructional strategies and techniques
- Supporting teachers in implementation of new skills through instructional or facilitative coaching
- Observing new and experienced teachers in the classroom during the reading instructional tiers to provide specific one-on-one feedback regarding evidence-based practices to individual teachers during the coaching conferencing process
- Assisting in planning and implementation of a 90 to 120-minute K-3 literacy block with an emphasis on phonemic awareness, phonics, comprehension, vocabulary, fluency, in addition to oral and written language
- Assisting in planning and implementation of developmentally appropriate pre-k literacy practices with an emphasis on language, emergent literacy and emergent writing
- Providing professional learning opportunities related to core and intervention programs/strategies to support instruction
- Providing resources, tools, and research for enhancing instructional practices
- Supporting teachers to deepen their understanding of content knowledge, evidence-based reading strategies, and how to use a variety of assessments to monitor student achievement

- Supporting grade level teams in analyzing data and designing next steps for instruction
- Meeting with the school administration and leadership team on a regular basis to examine school data and assist in school-wide planning and implementation of meaningful literacy professional learning opportunities
- Supporting the development of the MOWR literacy plan as a member of the school literacy committee
- Engaging in reading data conversations with teachers and assisting in goal setting, data/evidence collection and analysis, instruction, and assessment
- Supporting teachers as they work collaboratively to plan reading lessons, small group differentiation, and interventions
- Aligning efforts to the school's mission, vision, and literacy plan as they coincide with current reading research
- Staying informed of latest reading research
- Maintaining confidentiality to build trusting and respectful relationships
- Maintaining a high level of ethical behavior and confidentiality
- Recognizing and celebrating accomplishments of all teachers
- Continuing to build their knowledge and understanding of evidence-based practices in early literacy and coaching
- Networking with other literacy coaches

LEAs who are granted funds for a foundational literacy coach **must** use the job description provided by ADE and make certain the coach has relevant qualifications throughout their selection process. This will be addressed in the Assurances portion of the grant application and in the Commitment Statement (Appendix A). Proof of K-5 Literacy or Reading endorsement or work toward the endorsement must be provided with the grant application or upon hiring of the coach. This includes a passing score on the Pearson Foundations of Literacy assessment.

Additionally, each coach must be limited to supporting one qualifying school unless otherwise approved by ADE. However, the coach may provide and support district-wide professional development in evidence-based early literacy practices as well as the use of reading curriculum.

### **What literacy coaches don't do**

To achieve desired results, foundational literacy coaches must remain focused on their purpose of improving literacy understanding and practice through job embedded professional development. A culture of coaching, trust, and rapport are also fundamental to a successful coaching initiative. When instructional coaches serve in multiple capacities at a school site, their purpose and work is diminished. The foundational literacy coaches may not participate in the following:

- Evaluating teachers
- Providing information that would be used in evaluation
- Serving as a substitute teacher
- Serving as the principal designee
- Serving as the testing coordinator or primary test administrator
- Taking primary responsibility for the instruction of a specifically assigned group of students
- Performing clerical duties outside the primary job responsibilities
- Developing or preparing school budgets
- Disciplining students in an administrative capacity
- Covering duties. *If it is the norm for all campus staff to have a duty, then the coach may have one duty that does not interfere with coaching responsibilities, including time to meet with teachers.*

### **What is the role of the principal in supporting literacy coaches?**

A school principal serves many roles and responsibilities on a campus. Within the context of foundational literacy coaches, principals must overtly and covertly support the initiative and efforts of the coach. In doing so, the principal should intentionally structure a professional learning community, share the responsibility in leading and learning, and support instructional coaching practices. As part of this grant, the principals are required to:

- Meet with coaches on a weekly basis to establish coaching priorities
- Understand and promote evidence-based literacy strategies and practices aligned with the science of reading and writing
- Collaborate with coach to monitor and adjust building instructional goals and strategies based on data
- Promote and expect staff participation in professional learning opportunities and implementation of effective practices in the classroom
- Articulate the “why” of coaching and the roles and responsibilities of literacy coaches
- Attend professional development sessions and assist in facilitation of sessions
- Protect coach from responsibilities outside of the job description
- Additional actions are included in Appendix A: Grant Memorandum of Understanding and Statement of Commitment

## **Selection Criteria and Expectations of the Foundational Literacy Coach Grant**

The grant will be used to fund literacy coaches for eligible LEAs across the state. LEAs will apply for funding to pay for a literacy coach that will be deployed within one of the select qualifying schools in the district/charter to directly support evidence-based literacy instruction in grades pre-k to third. The literacy coach will receive targeted training in effective coaching and the science of reading. Coaches will also participate in site visits with ADE staff. There may be additional opportunities for professional development through virtual book studies and monthly virtual office hours.

As with any grant, there are specific requirements and expectations to fulfill during the life of the grant. This grant is no exception and has criteria for selection and expectations for implementation and use of funds, should the grant be awarded.

### **LEA Selection Criteria**

Schools eligible for the Foundational Coaching Grant are in the lowest 10% as selected through a data collection process to identify schools with the highest need. The data set includes, but is not limited to, the following elements:

- School and district/charter performance on the 3rd grade statewide English Language Arts exam
- School and district/charter performance on K-3 literacy benchmark data
- Percentage of students eligible for Free and Reduced Lunch
- Percentage of students from vulnerable populations
- Rural and tribal status

Once schools are identified, they will receive targeted outreach informing them of the opportunity with encouragement to apply. While an LEA must be eligible to apply for the grant, the grant is still competitive. Awards will be determined by the evaluation of grant applications from eligible schools using a rubric.

The goal of this grant is to significantly raise student proficiency in reading, as evidenced by AASA and literacy screener data, by building educator capacity in teaching the ELA standards. Eligibility for the grant will be reevaluated on a three-year cycle. Continuation from year to year is dependent on funding and the school's implementation of guidelines. The grant is also subject to end prior to completion of the three-year cycle if funding and/or requirements are not met. Due to the reverting nature of the grant, the application must be completed annually.

Funding from the grant will be used to pay coach salaries and benefits up to the eligible amount. Additionally, funds may be used for in-state travel and related expenses in

alignment with district policies and guidelines. All training for coaches and administrators will be provided/facilitated by ADE through grant funds.

### **Grant Narratives**

Once LEAs/schools are identified as eligible, they are encouraged to apply for the grant through GME. There will be several questions to answer to help set the stage of what LEAs and schools already have in place and how adding foundational coaches can further support your work. The list below represents key ideas and questions to consider for the application.

- Question- Which qualifying school(s) serve pre-k? This includes community pre-k, special needs preschool, and Head Start. Answer may be none.
- Question- How many coaches are requested? Please note that grant funds and coaches are allocated ONLY for eligible schools within a district/charter. Not all schools that qualify must be served by a Foundational Literacy Coach. Each coach may serve at only one school unless otherwise approved by ADE.
- Question- Describe each selected educator's qualifications to be the Foundational Literacy Coach, including education, experience, and training. Please upload the selected educator's certificate showing a Reading or K-5 Literacy endorsement, or progress in a course toward the endorsement.
- Question- Describe how the district/charter and site administrator will support the selected educator in improving high quality, evidence-based coaching in early literacy to Pk-3 educators. Specifically, explain how the school principal and district administrator(s) will take part in training themselves to learn, support, and effectively implement system-wide literacy instruction aligned with the Science of Reading.
- Question- What other district initiatives are currently underway, and how will the Foundational Literacy Coach role align with and support these initiatives? Include any initiatives that may be contrary to evidence-based literacy research, such as guided reading, the use of leveled readers, and any other balanced literacy practices currently being used.
- Question- Describe how the Foundational Literacy Coach will specifically support educators with (a) building understanding of the science of reading, (b) meeting the needs of students with reading difficulties, and (c) using evidence-based reading instruction.
- Question- Please describe specific goals for this grant position(s), how these goals align with site and district school improvement goals, **and** how the success of the Foundational Literacy Coaching program will be measured.

- Question- The goal of this grant is to significantly raise student proficiency in reading, as evidenced by AASA and literacy screener data, by building educator capacity in teaching the ELA standards. Eligibility for the grant will be reevaluated on a three-year cycle. Please describe the LEA/school plan for continuing to build teacher capacity in evidence-based literacy practices after the term of the grant.

### **Assurances**

Finally, as part of the grant application process, there will be the expectation that assurances are made to the purpose and goals of the Foundational Literacy Coaching Grant. The assurances relate to the information in this document and specifically address hiring expectations and an understanding of the coaching role.

- All parties have read the descriptions above including the review and use of the Foundational Literacy Coach job description during the hiring process as well as understanding of the roles and responsibilities of a foundational literacy coach.
- LEA and school leadership support of the literacy coach in their role, expectations, and practices.
- LEA and school administration will attend required training and meetings and support the Foundational Literacy Coach in attending required trainings.
- LEA will use funds in alignment with grant expectations and purpose.

### **Commitment Statement**

Finally, as part of the grant award process, LEA and site leaders are expected to review and agree to the Commitment Statement in Appendix A. ***Reimbursement is contingent on following the agreements in the Commitment Statement, grant Assurances, and role of the coach and administrator as outlined on pages 3-5 in this guidance document.***

### **Grant Timelines**

The Foundational Literacy Coaching grant will be open for select districts/charters to apply. This is a rolling application, and the grant will remain open until all funds are allocated. Once awarded, grantees will begin the hiring process for a foundational literacy coach using provided job descriptions, being conscious of training dates which begin in August 2026.

Grant Timeline	
Outreach begins to those eligible to apply	March 2026
Grant application opens	March 2026
Award announcements begin	April 2026
Training begins for coaches and administrators	August 2026

## **Professional Learning**

On-going professional learning is critical for educators. With this training, they can continue to refine skills and practices to provide more rich experiences for students. The same is true for literacy coaches in the Foundational Literacy Coaching Initiative. Training has been designed to train coaches in coaching practices and literacy skills. Additionally, training will be required for administrators within the schools and districts/charters in which the coaches are deployed.

All foundational literacy coaches and administrators will be trained in both well-researched coaching practices and evidence-based literacy instruction. The opportunities offer extensive training for literacy coaches in the necessary strategies, techniques, and approaches for providing ongoing specific feedback and support to teachers on how to plan, deliver, and assess effective evidence-based reading instruction to increase student achievement.

Through participation in the various trainings, the literacy coaches will learn adult learning theory, a variety of coaching techniques and strategies, and approaches that can be utilized to provide teachers with specific feedback on evidence-based reading instruction in the classroom. This training also offers the literacy coaches a structured process to address rigor and instructional practices by facilitating grade level meetings, professional learning sessions and one-on-one coaching conferences.

In addition to the monthly training, all foundational literacy coaches and administrators will participate in other district/charter and state training and virtual or in-person meetings and/or site visits.

## **Administrator Training**

All building administrators that will host a Foundational Literacy Coach:

- attend initial intensive training alongside the coaches to align processes and protocols and develop a systemic approach to coaching on their campus.
- attend scheduled virtual meetings to continue to evaluate the systems and support as well as complete the monthly Focused Actionable Task in collaboration with their coach.
- attend final coaching academy presentations virtually or in-person.
- District/charter leadership are encouraged to participate in any coaching or literacy specific training being provided.

## **Other Training**

As funds allow, Foundational Literacy Coaches may be invited to attend other coaching and literacy specific training. Additionally, similar opportunities may be available for administrative teams and teachers on campuses where coaches are deployed.

## **Foundational Literacy Coach Documentation/Accountability**

In supporting a consistent and worthwhile coaching practice, the foundational literacy coaches will plan and document daily responsibilities using an 80/20 formula. Specifically, 80% of the literacy coach time is concentrated on responsibilities that provide Pk-3 teachers with specific feedback and instructional supports using various coaching strategies such as job embedded professional development, observations, conferencing, modeling, co-planning, and co-teaching. A walkthrough protocol aligned to the science of reading will be provided and should be utilized for recording documentation and to provide supportive feedback to the classroom teacher. This documentation will be shared with the ADE team requested. Coaching calendar and goals will be shared as requested.

The remaining 20% of the literacy coach time is focused on responsibilities such as planning and delivering district/charter and school level professional development and conducting grade level and school literacy focused meetings.

Literacy coaches support teachers in effective implementation of the teaching-learning cycle. This cycle or framework demands teacher knowledge in four crucial areas: planning, assessing, evaluating, and teaching. By appropriately allocating their time, coaches will be available to support each of those areas effectively.

### *Approximate Average Monthly Percentage of Foundational Literacy Coaching*

Observing	25%
Co-planning/Co-teaching/Modeling	20%
Conferencing	15%
Facilitating Grade Level/ Reading Leadership Team Meetings	10%
Site Leadership Team meetings/meeting with principal	10%
Planning and Conducting Professional Development	8%
Coaching Academy & other scheduled professional learning	6%
Administrative tasks such as documentation and filing related to coaching	6%

## Appendix A

### Arizona Foundational Literacy Coach Initiative

#### Grant Memorandum of Understanding and Statement of Commitment

By accepting the grant funding allocation, we agree to follow the Foundational Literacy Coaching Grant Guidelines with support and guidance from the Arizona Department of Education.

1. We agree each ADE grant-funded Foundational Literacy Coach (FLC) is assigned to one school to support pre-k-3<sup>rd</sup> grade teachers in implementing evidence-based structured literacy practices in Tier 1 instruction so that student proficiency increases, the achievement gaps close, and all students are reading at or above grade level by the end of the third grade.
2. We agree each ADE grant-funded Foundational Literacy Coach supports teachers in the implementation of evidence-based structured literacy practices by ensuring that literacy instruction is **explicit and systematic** (including daily teaching routines with extensive opportunities for supported practice, error correction, and feedback), that curricular resources are aligned with a clear scope and sequence for foundational reading skills, and that multisensory and small-group instruction occurs at all tiers of instruction.
3. We agree school leaders will clarify the FLC's role for their campus as well as expectations for teacher participation in coaching cycles.
4. We agree to attend all trainings hosted by ADE including Coaching Academies (foundational literacy coaches), Leadership Academy in person and virtual sessions (site principals), and virtual check-ins (foundational literacy coaches, principals, district representatives).
5. We agree to host site visit(s) by ADE for the purposes of providing systems and coaching support.
6. We agree the Foundational Literacy Coach will continuously collaborate with LEA and school leaders, local reading specialists, and teachers.
7. We agree the district/charter will support administrators and coaches in creating and supporting systems and structures for effective foundational literacy coaching.
8. We agree the Foundational Literacy Coach, school leaders, reading specialist(s), and a special education representative will participate as a Literacy Team that meet at specified intervals throughout the year to collect, analyze, and report student data per Move on When Reading legislation.

9. We have reviewed the FOUNDATIONAL LITERACY COACH JOB DESCRIPTION outlined in Appendix B and agree to adhere to it.

10. We have reviewed the Foundational Literacy Coach Initiative Program and Process Outcomes stated below. We understand that these should already be in place to support the work.

## **Foundational Literacy Coach Initiative Program and Process Outcomes**

***All grantees should have in place the following outcomes listed below.***

### **Collaborative Leadership:**

- Increased administrator, local reading specialist, and teacher collaboration as evidenced by the facilitation of collaborative planning and reflection resulting in a more collaborative school culture.
- Increased evidence of results-driven, collaborative planning time to impact student achievement and teacher growth.
- Evidence of teacher growth and leadership in instructional capacity (planning, data informed decision making).

### **Assessment:**

- Increased student proficiency according to state and district summative and formative measures.
- Emphasis on closing achievement gaps and ensuring students are reading at or above grade level by the end of third grade.
- Decreased student retention.

### **Professional Learning:**

- Increased culture of on-going professional growth with a focus on classroom embedded feedback and support. This includes teachers actively participating in coaching cycles and classroom walkthroughs with feedback.
- Increased job-embedded and collaborative professional learning opportunities for individual teachers, or groups of teachers, to create building-based learning communities such as grade level and/or collaborative learning teams.
- Evidence of the FLC serving in multiple coaching roles- classroom support, instructional specialist, data coach, and adult learning facilitator-to support coaching throughout the school building.
- Participation in Coaching Academies (coaches) and Leadership Academies (site administration) to support ongoing growth and building school capacity.

- Increased instructional capacity among all educators as evidenced through coaching cycles and peer coaching at the building level and increased job-embedded professional learning in the science of reading for all student support staff (interventionists, auxiliary teachers, paraprofessionals, etc.).

#### **Instruction and Intervention:**

- Implementing evidence-based instruction and intervention according to the science of reading, monitoring all tiers of instruction, and making recommendations for adjustments based on quantitative and qualitative data sources.
- Increased instructional capacity of all educators in meeting the needs of students in all tiers of instruction.
- Increased evidence in classroom transfer of instructional practice in the knowledge of the science of reading as evidenced by increased student proficiency and decreased intervention numbers.

#### **Curriculum and Standards:**

- Ensuring adopted core and intervention curricula are aligned to the science of reading as evidenced by scope and sequence of instruction and use of the MOWR vetted curriculum lists to ensure teachers in grades pre-k-3 understand the rigorous instructional content based on the Arizona English Language Arts Standards, the Arizona Early Learning Standards, and the science of reading.
- Increased evidence of alignment of curricular and instructional support to implement the Arizona English Language Arts Standards and Arizona Early Learning Standards.

Source credit: [ARI - Coaching](#)

## Appendix B

### Foundational Literacy Coach Job Description

#### Job Summary:

The Arizona Department of Education supports the hiring of Foundational Literacy Coaches for the purpose of facilitating and assisting pre-k-3 teachers to increase performance of their students' early literacy skills, measured on the state reading assessment and approved literacy screener. The coaches will facilitate learning aligned to science of reading research and provide technical assistance to teachers that will improve implementation of aligned practices into daily literacy instruction and intervention. This work includes the integration of the Arizona's English Language Arts (ELA) Standards and Arizona's Early Learning Language and Literacy Standards, locally determined literacy curricula and intervention programs, and use of data collected from the administration of formal and informal assessment tools.

The Foundational Literacy Coach is responsible for assisting teachers in the implementation and effective delivery of scientifically based reading instruction with a focus on Tier 1/Core. Coaches will provide appropriate services to their assigned school for a cohesive, sustained, intensive, and classroom focused approach that is rigorous, engaging, and relevant for students. Literacy coaches will provide a non-threatening, open, professional, and collaborative work relationship with district/charter-level school personnel, other school-based coaches, principals, and teachers. They will be required to use data to effectively identify the needs of the assigned school to prioritize, schedule, organize, and provide technical assistance that builds educator capacity to provide effective literacy instruction so that students meet age and grade level literacy expectations by the end of 3rd grade and beyond.

#### Major Responsibilities:

Responsibilities of the foundational literacy coach include building the capacity of pre-k-3<sup>rd</sup> grade classroom teachers, ESS teachers, and reading interventionists in reflective practice focused on improving reading instruction/student achievement in following ways:

- Provide information and training to teachers in a variety of settings (e.g., whole group staff development, grade level meetings, one-on-one)
- Model and co-teach instructional strategies and techniques
- Support teachers in implementation of new skills through instructional or facilitative coaching
- Observe new and experienced teachers in the classroom during the reading instructional tiers to provide specific one-on-one feedback regarding evidence-based practices to individual teachers during the coaching conferencing process

- Assist in planning and implementation of a 90 to 120-minute K-3 literacy block with an emphasis on phonemic awareness, phonics, comprehension, vocabulary, fluency, in addition to oral and written language
- Assist in planning and implementation of developmentally appropriate pre-k literacy practices with an emphasis on language, emergent literacy and emergent writing
- Provide professional learning opportunities related to core and intervention instruction
- Provide resources, tools, and research for enhancing instructional practices
- Support teachers to deepen their understanding of content knowledge, evidence-based reading strategies, and how to use a variety of assessments to monitor student achievement
- Support grade level teams in analyzing data and designing next steps for instruction
- Maintain records related to coaching cycles, professional development, and data related to early literacy screening
- Meet with the school administration and leadership team on a regular basis to examine school data and assist in school-wide planning and implementation of meaningful literacy professional learning opportunities
- Support the development of the MOWR literacy plan as a member of the school literacy team
- Engage in reading data conversations with teachers and assisting in goal setting, data/evidence collection and analysis, instruction, and assessment
- Support teachers' collaborative work to plan reading lessons, small group differentiation, and interventions
- Align efforts to the school's mission, vision, and literacy plan as they coincide with current reading research
- Stay informed of latest reading research
- Build trusting and respectful relationships
- Maintain a high level of ethical behavior and confidentiality
- Recognize and celebrate accomplishments of all teachers
- Continue to build knowledge and understanding of evidence-based practices in early literacy and coaching
- Network with other literacy coaches

### **Knowledge, Skill, and Ability**

#### Knowledge:

- Knowledge of evidence-based research in the areas of reading, writing, listening, and speaking, and language
- Knowledge of the essential components of reading instruction
- Knowledge of the science of reading and structured literacy
- Knowledge of the Move on When Reading (MOWR) legislation

- Knowledge of Arizona's English Language Arts (ELA) Standards and Arizona Early Learning Standards (AZELS)
- Knowledge of literacy assessment systems, practices, and types
- Knowledge of effective strategies in working with adult learners
- Knowledge of evidence-based practices in literacy
- Knowledge and experience in literacy instruction, literacy intervention, and development of and/or implementation of instructional literacy resources
- Knowledge of reading processes, acquisition, assessment, and instruction
- Knowledge of scientific reading research and its application to effective classroom instruction, structure, and practices, as well as intervention
- Knowledge of multi-tiered system of supports model, and data analysis and application

Skills:

- Systematic, explicit, instructional delivery
- Experience providing professional development and technical assistance directly to school and district/charter staff
- Ability to effectively prioritize, schedule, manage, and organize multiple daily tasks to achieve goals
- Ability to administer and interpret reading assessments and use data to determine professional development needs, and recommend changes to improve school-wide and/or classroom instructional practices
- Ability to rapidly acquire and apply new skills and information
- Ability to provide effective instructional feedback
- Ability to identify problems and develop appropriate solutions
- Use effective written and oral communication skills, including the ability to engage in difficult and candid conversations with a variety of stakeholders
- Demonstrated leadership/managerial skills
- Demonstrated team building skills
- Demonstrated collaboration and facilitation skills

Abilities:

- Motivating others to achieve
- High degree of professionalism to ensure and protect the confidentiality of educators and students
- Strong work ethic, self-directed and reliable, and the ability to work both independently and collaboratively
- High quality interpersonal skills and the ability to relate to and interact with adults exhibiting a range of abilities and dispositions

- Persistent despite obstacles
- Ability to orchestrate change
- Valuing lifelong learning
- Belief that a coach can make a difference, despite the nature of the challenges
- Desire to grow professionally

#### Licenses/ Certifications

- Master's degree in education or related field with 3 years documented successful experience teaching reading OR bachelor's degree in education or related field with 5 years documented successful experience teaching reading with a minimum of 3 years of literacy experience at the State, District/Charter, or School Level
- Valid Arizona Teaching Certificate
- **Reading Endorsement or K-5 Literacy Endorsement**

#### Preferred and Additional Qualifications:

- Successful experience facilitating adult learning and delivering professional development specific to literacy instruction (e.g., professional development feedback / surveys, letters from participants, etc.)
- Experience mentoring, coaching, and providing feedback about instruction to classroom teachers
- Experience leading others in a collaborative process
- Experience analyzing and using student achievement data for instructional purposes
- Ability to travel occasionally

## Attestation

I have read the entire Foundational Literacy Coaching Grant Guide & Expectations document and agree to adhere to these requirements at my site. By accepting the grant funds, the district agrees to adhere to these requirements.

---

School Administrator name and site

---

Date