

## **Standards for Middle and High School Literacy Coaches**

International Reading Association  
in collaboration with  
National Council of Teachers of English  
National Council of Teachers of Mathematics  
National Science Teachers Association  
National Council for the Social Studies

### **Leadership Standards**

**Standard 1: Skillful Collaborators ~ Content area literacy coaches are skilled collaborators who function effectively in the middle school and/or high school settings.**

**Element 1.1: Working with the school's literacy team, literacy coaches determine the school's strengths (and need for improvement) in the area of literacy in order to improve students' reading, writing, and communication skills and content area achievement.**

**Element 1.2: Literacy coaches promote productive relationships with and among school staff.**

**Element 1.3: Literacy coaches strengthen their professional teaching knowledge, skills, and strategies.**

**Standard 2: Skillful Job-Embedded Coaches ~ content area literacy coaches are skilled instructional coaches for secondary teachers are the core content areas of English language arts, mathematics, science, and social studies.**

**Element 2.1: Literacy coaches work with teachers individually, in collaborative teams, and/or with departments, providing practical support on a full range of reading, writing, and communication strategies.**

**Element 2.2: Literacy coaches observe and provide feedback to teachers on instruction related to literacy development and content area knowledge.**

**Standard 3: Skillful Evaluators of Literacy Needs ~ Content area literacy coaches are skilled evaluators of literacy needs within various subject areas and are able to collaborate with secondary school leadership teams and teachers to interpret and use assessment data to inform instruction.**

**Element 3.1: Literacy coaches lead faculty in the selection and use of a range of assessment tools as a means to make sound decisions about student literacy needs as related to the curriculum and to instruction.**

**Element 3.1: As dynamic supports for reflection and action, literacy coaches conduct regular meetings with content area teachers to examine student work and monitor progress.**

**\*See back for Content Area Literacy Standards...**

## **Content Area Literacy Standards**

### **English Language Arts/Mathematics/Social Studies**

**Standard 4: Skillful Instructional Strategists ~ Content area literacy coaches are accomplished middle and high school teachers who are skilled in developing and implementing instructional strategies to improve academic literacy in English language arts/mathematics/social studies.**

**Element 4.1: Literacy coaches are familiar with the English language arts content area and know how reading and writing processes intersect with the discipline of English language arts/mathematics/social studies.**

**Element 4.2: Literacy coaches demonstrate multiple comprehension strategies to assist content area teachers in developing active and competent readers within the English language arts/mathematics/social studies.**

### **Science**

**Standard 4: Content area literacy coaches are accomplished middle and high school teachers who are skilled in using their knowledge of in-depth science learning to support the implementation of instructional strategies that improve academic literacy in science.**

**Element 4.1: Literacy coaches have understanding of the instructional goals of the science subject matter area and are knowledgeable about how the processes of reading and writing are used within the discipline of science.**

**Element 4.2: Literacy coaches are able to assist science area teachers to use investigation, reading comprehension, writing, speaking, and listening strategies to help students become active and competent learners of science.**