To Become
Effective January 1, 2027

Rule 505-3-.115. Literacy Coaching Endorsement

Nature of Amendment(s):

_√__Substantive
____Clarification
____Further Definition

Discussion:
It is proposed that a new rule be created, titled Literacy Coaching Endorsement for the purpose of preparing educators to serve as literacy coaches in P-12 schools.

(1) Purpose. This rule states field-specific content standards for approving endorsement programs that prepare individuals with the knowledge and skills to serve as literacy coaches and supplements requirements in Rule 505-3-.01 REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) In-Field Statement. Completers of the Literacy Coaching Endorsement program are qualified to support effective literacy assessment and instruction and educator learning across settings, and in grade levels P-12. Together, the standards and competencies delineated in this rule are intended to provide role clarity, guide professional learning, support self-reflection, and assist state, regional, and local systems in building coherent literacy coaching support.

(3) Requirements. A GaPSC-approved professional educator preparation provider may seek state approval to offer this field as either a stand-alone endorsement or as an endorsement embedded in an advanced (degree-only) preparation program. The endorsement shall be offered as a post-baccalaureate program and may not be embedded in an initial preparation program. In addition to meeting all applicable approval requirements and standards, embedded endorsements must meet requirements specified in paragraph (e) 4. (ix) of GaPSC Educator Preparation Rule 505-3-.01 REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(a) Admission Requirements.

1. Candidates admitted to the program must have three years of successful teaching experience, as evidenced by satisfactory performance evaluations.

2. Candidates admitted to the program must demonstrate proficiency in the knowledge and skills delineated in GaPSC Rule 505-3-.03, FOUNDATIONS OF READING, LITERACY, AND LANGUAGE. Proficiency may be demonstrated by holding a GaPSC valid, level 4 or higher Professional, Advanced Professional, or Lead Professional certification in Elementary Education (P-5), Special Education General Curriculum/Elementary Education (P-5), Special Education Adapted Curriculum (P-12) Consultative, Special Education General Curriculum (P-12) Consultative, Special Education Learning Disabilities (P-12) Consultative, Birth through Kindergarten, Middle Grades Reading, or Reading (P-12) earned through completion of a GaPSC-approved program on or after July 1, 2025, or by a passing score on the Application of the Science of Reading GACE Assessment.

3. Stand-alone Programs. Candidates admitted to a stand-alone Literacy Coaching Endorsement must hold a valid, level 4 or higher Professional, Advanced Professional, or Lead Professional teaching certificate, leadership certificate, or Life certificate. Individuals holding a Retired Educator Certificate may enroll in the program, but to add the Literacy Coaching Endorsement, must convert to a Professional Certificate.

4. Embedded Programs. Candidates admitted to a Literacy Coaching Endorsement embedded in an advanced (degree-only) preparation program must hold a valid, level 4 or higher Professional, Advanced Professional, or Lead Professional teaching certificate, leadership certificate, or Life certificate.

(b) To receive approval, a GaPSC-approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following state-developed standards for the preparation of literacy coaches.

1. Creating and Fostering a Culture of Collaborative Literacy Leadership. Literacy coaches partner with stakeholders to build and sustain collaborative cultures that support improvement in literacy instruction. They establish and foster trusting relationships, communicate effectively, align coaching efforts to school and district goals, and model continuous improvement as evidenced by the following:

(i) The program shall prepare candidates who establish and maintain collaborative and productive working relationships with educators, leaders, families, and community partners by creating routines for continuous improvement, demonstrating consistent follow-through, honoring confidentiality, and clarifying roles and responsibilities.

(I) Literacy coaches co-establish and facilitate predictable coaching routines grounded in data that align literacy goals to district and school priorities, support instructional improvement, and include ongoing monitoring of progress toward shared goals.

(II) Literacy coaches build and maintain trust-based partnerships with educators, leaders, families, and community partners by clarifying coaching roles and consistently following through on agreed-upon literacy supports that complement instruction.

(III) Literacy coaches discern when co-development is necessary for various processes and procedures.

(ii) The program shall prepare candidates who develop and implement stakeholder-specific communication systems that convey literacy goals and student progress data with two-way feedback.

(I) Literacy coaches develop stakeholder-specific communication systems that clearly convey literacy goals, instructional priorities, and student progress to support collaboration and informed decision-making.

(iii) The program shall prepare candidates who align goals, schedules, and coaching cycles to the district/school literacy plan and student targets; anticipate barriers; apply change-management strategies; and track implementation indicators for sustained improvement.

(I) Literacy coaches design and implement coaching cycles aligned to school and district literacy goals and prioritized student learning targets.

(II) Literacy coaches collaborate with school and district leaders to align instructional schedules, intervention time, and coaching supports with literacy plans and student data.

(III) Literacy coaches collaborate with educators to identify potential implementation barriers to new or revised literacy initiatives and apply

evidence-informed strategies to support educator adoption and sustained implementation.

(iv) The program shall prepare candidates who engage in ongoing professional learning to enhance coaching expertise and translate literacy research into actionable practices.

(I) Literacy coaches consume, synthesize, and evaluate literacy research to inform their coaching practice and support educators' understanding of evidence-based instructional approaches.

(II) Literacy coaches engage in ongoing professional learning, including participation in professional learning communities, training, and calibrations to inform their coaching practice and support educators' understanding of evidence-based instructional approaches.

(III) Literacy coaches set professional learning goals for their own learning and growth.

2. Knowledge and Application of Assessment to Inform Literacy Instruction. Literacy coaches support educators in using assessment data to inform literacy instruction. They support appropriate and effective assessment practices, including data analysis and interpretation. They support educators in using assessment results to strengthen instruction across all tiers, monitor student progress, and differentiate instruction as needed, as evidenced by the following:

(i) The program shall prepare candidates who support educators in administering universal screening and diagnostic assessments, using formative assessment and progress monitoring to monitor daily learning and intensify or adjust instruction, organizing flexible groups within a multitiered level of support for learners.

(I) Literacy coaches articulate the research and rationale for and underlying logic of collecting and analyzing multiple sources of literacy assessment data (e.g., universal screening, diagnosis, formative assessment, and progress monitoring) to identify and connect data patterns.

(II) Literacy coaches demonstrate the process of and engage educators in analyzing multiple sources of literacy assessment data to identify data patterns and use the results to make and adjust instructional decisions within and across tiers.

(ii) The program shall prepare candidates who support educators in understanding how to align assessments with targeted literacy constructs and state standards.

(I) Literacy coaches articulate the research and rationale for psychometric principles (i.e., reliability, validity, sensitivity, and specificity), and the underlying logic of specific assessments and how they align with and can be sequenced to measure targeted literacy constructs or state standards.

(II) Literacy coaches demonstrate the process of and engage educators in the selection and sequencing of assessments to measure targeted literacy constructs and curriculum or state standards.

(III) Literacy coaches engage educators in applying the appropriate assessment for their intended purpose.

(iii) The program shall prepare candidates who support educators in analyzing data to understand results and growth trajectories for the purpose of setting data-informed goals and instructional targets.

(I) Literacy coaches articulate and demonstrate how literacy assessment data are analyzed to interpret results and growth trajectories, including consideration of benchmarks and typical growth patterns, to inform the identification of instructional goals and targets.

(II) Literacy coaches articulate how existing literacy data are analyzed to identify specific literacy skills and instructional needs at the classroom, small-group, and individual student levels.

(III) Literacy coaches demonstrate the process of and engage educators in literacy data analysis to inform the identification of specific instructional targets.

(iv) The program shall prepare candidates who support educators in selecting evidence-based literacy practices, components of curricula, interventions, and materials matched to assessed needs.

(I) Literacy coaches articulate the research and rationale for and underlying logic of how discrete components of evidence-based literacy practices, alone or combined, are effective for developing specific literacy skills.

(II) Literacy coaches demonstrate the process of and engage educators in selecting evidence-based literacy practices, curricular components, and interventions aligned to assess student needs.

(III) Literacy coaches demonstrate the process of and engage educators in the selection of instructional resources and materials to ensure alignment with evidence-based literacy practices, instructional objectives, and identified student needs.

3. Knowledge and Application of Literacy Development and Instruction**.** Literacy coaches possess deep knowledge of literacy development, learning sciences, and evidence-based instructional practices across all components of literacy (reading, writing, speaking, and listening). They apply this knowledge in supporting educators to implement explicit, systematic, cumulative, diagnostic, and integrated literacy instruction for all students as evidenced by:

(i) The program shall prepare candidates who support educators in designing and delivering instruction to develop students' oral language (e.g., phonology, morphology, semantics, syntax, pragmatics) across content areas and grade bands.

(I) Literacy coaches articulate how language is acquired and how development varies across learners and contexts.

(II) Literacy coaches demonstrate the process of and engage educators in analyzing student language data to inform instruction.

(III) Literacy coaches demonstrate the process of and engage educators in embedding oral language routines, informed by student language data,

within instruction to support academic meaning-making across content areas.

(IV) Literacy coaches articulate the five components of oral language and explain how language expectations vary across content areas and grade bands.

(ii) The program shall prepare candidates who support educators in delivering phonemic awareness instruction (e.g., isolating, blending, segmenting) linked to decoding and encoding.

(I) Literacy coaches explain the reciprocal relationship between phonemic awareness, decoding, and encoding by explicitly linking blending to reading and segmenting in isolation and connected text.

(II) Literacy coaches demonstrate the process of and engage educators in the planning and implementation of instruction that reinforces the role of high-leverage phonemic awareness skills (i.e., isolating, blending, and segmenting) in decoding and encoding.

(III) Literacy coaches identify and address misconceptions and inaccuracies related to phonemic awareness (e.g., inaccurately stating that consonant blends make one sound).

(iii) The program shall prepare candidates who support educators in delivering instruction in phoneme-grapheme correspondences, advanced phonics/orthography, irregular words, and morphology to build accurate, automatic decoding and encoding aligned to a cumulative scope and sequence.

(I) Literacy coaches demonstrate the process of and engage educators in the planning and implementation of instruction in phoneme-grapheme correspondences, advanced phonics, orthographic patterns, irregular words, and morphology.

(II) Literacy coaches demonstrate the process of and engage educators in appropriate sequencing of instruction within a cumulative scope and sequence to build increasingly accurate and automatic decoding and encoding.

(iv) The program shall prepare candidates who support educators in delivering instruction that develops accuracy, rate, and prosody through practice with connected text and help educators connect fluency growth to comprehension outcomes.

(I) Literacy coaches articulate the research and rationale for and underlying logic of how instructional practices develop reading fluency, including accuracy, rate, and prosody, and explain the reciprocal relationship between fluency and comprehension.

(II) Literacy coaches demonstrate the process of and engage educators in the selection and implementation of evidence-based instructional practices in a variety of appropriate texts to develop reading fluency, including accuracy, rate, and prosody.

(v) The program shall prepare candidates who support educators in planning and delivering instruction that builds breadth and depth of morphological, academic, and discipline-specific word knowledge.

(I) Literacy coaches explain how the intentional selection of sophisticated vocabulary supports students' oral language, word knowledge, and comprehension.

(II) Literacy coaches explain how the intentional selection of morphological, academic, and discipline-specific vocabulary supports the development of students' oral language, word knowledge, reading comprehension, and writing composition.

(III) Literacy coaches demonstrate the process of and engage educators in the planning and implementation of instruction that includes intentional vocabulary selection to support students' development of oral language, word knowledge, reading comprehension, and the writing process.

(IV) Literacy coaches explain the logic of word construction and deconstruction using morphology and etymology to support educators in understanding how pronunciation and meaning are related.

(V) Literacy coaches articulate the research, rationale, and underlying logic of how morphological and academic vocabulary instructional strategies promote the development of word knowledge.

(VI) Literacy coaches demonstrate the process of and engage educators in selecting from among evidence-based morphological and academic vocabulary instructional strategies, including how and why instructional decisions are made, to support building word knowledge for all learners.

(vi) The program shall prepare candidates who support educators in delivering instruction that builds new knowledge, activates background knowledge, and supports proficiency in using evidence-based comprehension strategies within increasingly complex texts with appropriate scaffolding.

(I) Literacy coaches articulate the research and underlying logic of how background knowledge and comprehension strategies interact to support students' understanding of increasingly complex texts.

(II) Literacy coaches model the process of and engage educators in the selection and implementation of instructional strategies and scaffolds that build knowledge and support students in using comprehension strategies to access increasingly complex texts.

(vii) The program shall prepare candidates who support educators in designing and delivering instruction in transcription, composition, and the writing process to interpret and construct text.

(I) Literacy coaches articulate the research and rationale for, and underlying logic of, transcription development (handwriting, spelling) and composition skills, and explain how these components interact within the writing process.

(II) Literacy coaches explain the process of and engage educators in instructional planning and implementation of handwriting, spelling, composition, and the writing process.

(III) Literacy coaches articulate the research and rationale for the underlying logic of the writing process, and support educators in providing instruction to ensure students can produce text for a variety of purposes and audiences.

(viii) The program shall prepare candidates who support educators in applying evidence-based literacy practices for students with varying needs to ensure accessibility, appropriate scaffolds, and acceleration.

(I) Literacy coaches demonstrate how to select evidence-based literacy scaffolds and engage educators in adjusting instruction across tiers of support based on student data.

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

(III) Literacy coaches demonstrate the planning process and engage educators in planning and implementation of evidence-based differentiated literacy instruction based on student data to improve accessibility and learning for all students.

(ix) The program shall prepare candidates who support educators in selecting appropriate texts aligned to instructional purpose and specific learning outcomes.

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

(II) Literacy coaches demonstrate the process of and engage educators in selecting texts to match the purpose of instruction.

4. Development and Implementation of Literacy-Focused Professional Learning. Literacy coaches design and facilitate professional learning that builds educator capacity to plan, implement, and monitor effective literacy instruction. They apply adult learning principles and learning sciences, use intentional coaching approaches, and monitor the impact of professional learning on instruction and student outcomes.

(i) The program shall prepare candidates who design and facilitate literacy-focused professional learning using adult learning principles and knowledge of educators' context, roles, and experience levels to ensure learning is relevant, engaging, and immediately usable.

(I) Literacy coaches articulate the principles of adult learning and learning science that inform the design of effective literacy-focused professional learning for educators with varied roles, contexts, and experience levels.

(II) Literacy coaches design and facilitate engaging literacy-focused professional learning that applies principles of adult learning, learning

science, and is responsive to educator context to promote transfer to classroom practice.

(ii) The program shall prepare candidates who develop and manage multi-session professional learning plans by setting goals informed by needs and data, sequencing learning experiences, and monitoring participation, implementation, and outcomes to refine supports over time.

(I) Literacy coaches develop data-informed goals and expected outcomes for multi-session literacy-focused professional learning aligned to identified instructional priorities.

(II) Literacy coaches sequence professional learning experiences to build educator knowledge and skills progressively over time.

(III) Literacy coaches monitor evidence of implementation and impact to refine literacy-focused professional learning.

(IV) Literacy coaches discern when co-development is necessary for planning and delivering professional learning experiences.

(iii) The program shall prepare candidates who use job-embedded, research-based coaching and multiple data sources to strengthen educators' literacy knowledge and improve instructional decision-making and classroom practice.

(I) Literacy coaches justify the selection of research-based coaching techniques based on educator data to differentiate literacy coaching support.

(iv) The program shall prepare candidates who engage in ongoing, systematic reflection on the design, delivery, and refinement of professional learning to continuously improve instructional support for educators.

(I) Literacy coaches engage in systematic reflection, examining multiple sources of evidence, including teacher observations, student data, and educator feedback, to inform the refinement of literacy-focused professional learning.

(v) The program shall prepare candidates who support educators in becoming reflective practitioners through self-evaluation of their instructional practice and student learning outcomes.

(I) Literacy coaches demonstrate the process of and engage educators in ongoing self-reflection and self-evaluation that supports them in analyzing their impact on student progress toward state standards and developing as effective practitioners.

(c) Residency. The program shall require candidates to complete an authentic residency in which candidates are required to demonstrate the content knowledge, pedagogical skills, andragogical skills, and dispositions delineated in program content standards. An authentic residency is defined as a sustained, practice-based, job-embedded, experience in a school-based setting where candidates engage in meaningful literacy coaching responsibilities aligned to coaching competencies under the guidance of an experienced literacy coach serving in a non-evaluative mentoring role.

1. The residency shall be comprised of four (4) literacy coaching experiences (one per course) across multiple grade bands (P-12), and shall include the following tasks:

   (i) Using data to inform instructional coaching, as well as school level processes or structures that support effective instruction;

   (ii) Implementing iterative coaching cycles across a variety of grade levels;

   (iii) Guiding the work of professional learning communities (PLCs); and

   (iv) Facilitating professional learning sessions at a variety of grade levels and settings.

2. Residency experiences shall be evaluated by an EPP faculty supervisor.

3. A candidate support team will be assigned to each candidate and will, collaboratively with the candidate, guide residency experiences and allow opportunities for reflecting on the impact of each experience through pre- and post-experience conferences. The candidate support team shall be comprised of two individuals:

   (i) A mentor who is an experienced literacy professional with coaching experience (e.g., successful literacy coach, literacy specialist, regional literacy coach, regional literacy leadership coach) who will provide mentorship in the form of guidance and coaching to residents using strength-based approaches (e.g., appreciative inquiry-based mentorship). The mentor will be evaluated by the EPP to ensure mentorship is aligned with the standards delineated in this rule.

   (ii) An EPP faculty supervisor who will serve in an evaluative capacity.

(d) State-approved Competency-Based Assessment. A standardized assessment will serve as both a competency-based formative diagnostic assessment and as a summative competency-based assessment after completing coursework. A passing score on the assessment is required for program completion and to add the endorsement to a certificate.

1. Competency-Based Formative Diagnostic Assessment. The purpose of the formative diagnostic assessment is to allow individuals with literacy coaching experience to demonstrate competence in all endorsement standards and earn the endorsement without completing coursework, or to reduce the number of courses required to earn the endorsement by passing one or more portions of the assessment. A passing score on all parts of the assessment is required to exempt all endorsement coursework and earn the endorsement. A passing score on one or more, but not all parts of the assessment will result in the program provider prescribing coursework aligned to the standards specifically addressing the gaps in knowledge and skills identified in assessment results. Individuals seeking the endorsement must enroll in a GaPSC-approved endorsement to gain eligibility from an approved provider to attempt the assessment. The formative diagnostic assessment may be attempted only one time. To qualify for attempting the assessment prior to completing coursework, the following criteria must be met at program enrollment:

   (i) A valid Professional level 4 or higher Professional, Advanced Professional, or Lead Professional teaching certificate, leadership certificate, or Life certificate.

   (ii) Five years of successful teaching experience,

   (iii) A passing score on the Application of the Science of Reading GACE, and

(iv) A minimum of one year of literacy coaching experience, verified by an employer.

2. Competency-Based Summative Assessment. Candidates who complete some or all endorsement coursework must pass the competency-based post-assessment to complete the program and earn the endorsement. Portions of the assessment previously passed do not have to be retaken.

Authority: O.C.G.A. § 20-2-200.