



**LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE**

TITLE: Instructional Coaches,
Secondary Literacy (English/Language Arts)

NUMBER: REF-1947.1

ISSUER: Liza Scruggs, Assistant Superintendent
Instructional Support Services

DATE: September 16, 2005

POLICY Secondary Literacy Plan

PURPOSE: The purpose of this reference guide is to delineate the purpose, selection, responsibilities, and evaluation of Instructional Coaches, Secondary Literacy (English/Language Arts).

MAJOR CHANGE: This reference guide replaces REF-1947 dated 8/17/05 of the same title. The major changes are on Attachment C as follows: On page 4, a footnote was added. On page 3, the title on Standard 3 was modified and the word “knowledgeable” was added to the first paragraph.

ROUTING
 Local District Superintendents
 Directors, School Support Services
 Administrators, Instructional Services
 Secondary Literacy Coordinators
 Secondary Math Coordinators
 Content Leads/Experts/Specialists
 Secondary Principals
 Secondary Assistant Principals
 UTLA Chapter Chair

I. BACKGROUND

Secondary Literacy Plan

In January 2002 the Board of Education adopted the Secondary Literacy Plan in order to provide all LAUSD secondary students with research-based, strategic content literacy instruction that enables them to meet, or exceed, California content standards. The Plan, which was developed through the input of the Secondary Literacy Task Force (included representation from Local Districts, Central Office, United Teachers Los Angeles, and Associated Administrators of Los Angeles), established a content literacy framework to directly support standards-based teaching and learning in each of four core academic areas. In acknowledgement that effective, continuing, and supportive professional development for teachers and administrators is critical to improving student achievement at the secondary level, the District allocated resources to build an infrastructure of instructional support at each school site.

This instructional support includes Instructional Coaches, Secondary Literacy whose primary role is to provide direct support for rigorous standards-based English/Language Arts instruction. The Instructional Coaches, Secondary Literacy are under the direction of the principal and the Local District.

II. ALLOCATION OF INSTRUCTIONAL COACHES, SECONDARY LITERACY

The Secondary Literacy Plan allocates funds to each Local District to support coaching (English/Language Arts and math) at each secondary school. The amount of coaching support



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that a secondary school receives for these two content areas is determined by the school's Title I ranking. A school's Title I ranking is based on the following:

- a. the number of low income students during the previous school year
- b. the total school enrollment for the previous school year
- c. the total percentage of low income student during the previous school year

Assignments (.5 to 1.0 FTE) for Instructional Coaches, Secondary Literacy (English/Language Arts) are determined by the Local District.

III. SELECTION AND HIRING OF INSTRUCTIONAL COACHES, SECONDARY LITERACY

Coaching is an integral component of the Secondary Literacy Plan and the District's Theory of Change. Therefore, every effort is made through the application and interview process to select those candidates who demonstrate professional experience and expertise that will foster or facilitate English/Language Arts (ELA) professional learning and collaboration. Since principals and/or designees, in collaboration with the Local District Secondary Literacy Coordinator, interview and select the instructional coaches for secondary literacy, an overview of the application and selection process is given in Attachment A. Attachment B delineates those qualities that should be considered in the selection of the instructional coach, secondary literacy (English/Language Arts).

IV. RESPONSIBILITIES OF INSTRUCTIONAL COACHES, SECONDARY LITERACY

Instructional Coaches, Secondary Literacy are to work collaboratively with English/Language Arts teachers and with Local District and Central ELA instructional support staff to foster a school culture that is conducive for both student and adult learning. Instructional Coaches, Secondary Literacy (ELA) should assist and support content-specific professional learning in the following ways:

- collaborate with the other members of the ELA department and District instructional support staff to fully implement standards-based instructional practice (e.g., ELA Instructional Guides, District textbook adoptions, research based pedagogy)
- interpret school specific data, including assessment results (e.g., periodic assessments, state mandated assessments, etc.)
- lead and engage in department meetings that focus on the study of curriculum models for the core content area that meet the A-G requirements
- co-plan, discuss, analyze student work in collaborative group settings
- share rigorous standards-based ELA lessons and research-based differentiated instructional practices, including culturally relevant and responsive teaching
- support standards-based, content-specific instruction for English Learners, Standard English Learners, special education and gifted students



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- co-lead ongoing ELA professional development
- lead and participate in study groups
- provide and receive feedback from peers
- attend Central, Local District, and school site ELA professional development
- assist the school instructional leadership in planning, presenting and evaluating school-based ELA professional learning

In order to further clarify the roles and responsibilities of Instructional Coaches, Secondary Literacy, Attachment C, *Standards for Instructional Coaches, Secondary Literacy (English/Language Arts)*, is included.

V. SUPERVISION, SUPPORT, AND EVALUATION OF INSTRUCTIONAL COACHES, SECONDARY LITERACY (ENGLISH/LANGUAGE ARTS)

School Site Administrators are central to the success of a coaching model. It is the responsibility of the principal to provide the instructional coaches assigned the supervision, support, and time necessary for ELA professional learning and collaboration. The school administrative staff shares responsibility with the Local District for monitoring and evaluating the work of the Instructional Coach, Secondary Literacy.

The ongoing professional development support provided to Instructional Coaches, Secondary Literacy by the Local District and/or Central will focus on the following areas:

- Leadership and facilitation skills
- Collaboration and development of culture of adult inquiry and learning
- Foundational knowledge in English/Language Arts content and instruction
- Collection and analysis of standards-based assessment data to inform instruction
- Knowledge of research-based models and instructional practices
- Process for action research and lesson study

RELATED RESOURCES: Secondary Literacy Plan, adopted by the Board of Education January 22, 2002; Memorandum No. MEM-1949.0, Assignment of Instructional Coaches, Secondary Literacy (English/Language Arts)

ASSISTANCE: For assistance or further information, please contact your Local District Administrator, Instructional Services.



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ATTACHMENT A

PROCESS FOR SELECTION AND HIRING INSTRUCTIONAL COACH, SECONDARY LITERACY

The process for the selection and hiring of instructional coach, secondary literacy (English/Language Arts) is as follows:

1. Secondary Literacy Branch advertises vacancies.
2. Instructional Coach, Secondary Literacy applications are distributed via school mail.
3. Candidate is to submit to the Secondary Literacy Branch the following:
 - a. A letter of intent
 - b. A resume
 - c. Two letters of recommendation on official letterhead from immediate administrator and other most recent supervisor
 - d. Prioritize Local District preference.
4. Applications submitted to the Secondary Literacy Branch for verification of completeness are then forwarded to personnel for clearance.
5. Personnel notifies Secondary Literacy Branch whether the candidate has met eligibility requirements. (See Attachments A and B)
6. Secondary Literacy Branch forwards the application packet of candidate(s) receiving clearance to the Local District Secondary Literacy Coordinators. (Incomplete or disqualified applications are returned to the candidates with an explanation.)
7. Qualified applicants are invited to an interview with the Local District(s).
8. Interviews are conducted by two Local District administrators, including the Secondary Literacy Coordinator, *and* 2 UTLA members (equal representation).
9. Criteria for selection and scoring procedures are uniform for all candidates.
10. Candidates with the higher scores are given priority for hiring.
11. Local District Secondary Literacy Coordinators will forward all documentation to Central Secondary Literacy Branch once hiring process is complete. Candidates who do not successfully interview are prohibited from interviewing in another Local District for a period of one year.



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ATTACHMENT B

Los Angeles Unified School District Instructional Support Services

Instructional Coach - Secondary Literacy (English/Language Arts)

Under the direction of the school principal and the Local District Secondary Literacy Coordinator, the Instructional Coach-Secondary Literacy plays a critical and definitive instructional leadership role in the content area of English/Language Arts (ELA). The role of Instructional Coach-Secondary Literacy, grades 6-12, is a support position that provides direct support to English/Language Arts teachers and cadre members; therefore, the coach does not supervise or evaluate teachers. Successful candidates will be assigned to specific schools from a district developed list.

Duties:

- Supports the effective implementation of District initiatives and mandates (e.g., content literacy, instructional guides, periodic assessments) in English/Language Arts.
- Provides feedback and professional development for ELA teachers on instructional strategies and classroom practices aligned to research and standards-based instruction.
- Conducts demonstration lessons and assists with curriculum to ensure that all students have access to state ELA content standards.
- Attends and provides support during English department meetings/study groups to assist teachers in utilizing data to align instruction to content standards and research.
- Assists ELA classroom teachers in planning appropriate intervention and accommodation strategies for all students, including English language learners, standard English learners, students enrolled in special education, and all students with diverse learning needs.
- Collaborates with teachers and administration to integrate culturally responsive strategies and methodologies into classroom practice.
- Meets regularly with site administrators, teachers, and local district instructional support staff to further communication and strengthen ELA instructional support to school staff.
- Plans, facilitates, and collaborates with school administration and staff to provide the requisite instructional support that fosters community, strengthens connections between theory and practice, and furthers the effective implementation of a comprehensive standards-based program in English/Language Arts.
- Adapts coaching support to needs and priorities of schools as indicated by data.
- Attends all mandated central, local district, and school site professional development related to secondary literacy, expanding coaching expertise, pedagogical repertoire, content knowledge, and systematic analysis of student work and data (e.g., periodic assessments).
- Performs other duties directly related to LAUSD's Secondary Literacy Plan.
- Does **not** supervise or evaluate teachers.



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Required Qualifications:

- Permanent status in LAUSD or tenured from the district from which you are applying.
- Meets standard performance ratings on Stull evaluations and have no Notice of Unsatisfactory Service.
- Three years of teaching experience, at least 2 years teaching English/Language Arts at the secondary level.
- Valid California Secondary Credential in English for high school instructional coach.
- Valid California Secondary Credential in English or Multiple Subject Credential for middle school instructional coach.

Desirable Qualifications

- Appropriate certification to teach English language learners (CLAD, BCLAD, SB1969 certificate, BCC or LDS certificate) or willingness to make a commitment to gain certification within one year of assignment.
- Experience in collaborative planning and delivery of differentiated professional development to classroom practitioners.
- Attended district-sponsored literacy workshops.
- Ability to travel to other sites/locations.
- Knowledge of differentiated classroom instructional practices that promote student academic success.
- Knowledge and understanding of the needs of a diverse student population.
- Strong oral and written communication skills.
- Knowledge of English/Language Arts California State Content Standards and Frameworks.

Assignment and Salary:

- Full-time Instructional Coaches, Secondary Literacy (English/Language Arts) are assigned 6 hours per day (120 hours per pay period) with an additional one hour per day on-site obligation.
- Half-time Instructional Coaches, Secondary Literacy (English/Language Arts) are assigned 6 hours per day (6.6 hours per day if T-basis) –fifty percent as coach and fifty percent as teacher—with an additional one-half hour per day on-site obligation.
- Teacher Preparation Salary Table. Assignment is temporary; program and positions are subject to review on an annual basis.
- Full time Instructional Coaches will receive a salary differential equivalent to \$150 per pay period working on-basis. Half time coaches are eligible to receive one-half a salary differential.

Interested applicants should call (213) 241-8291 to obtain an application. Submit the application, a one-page letter of intent, a resume, and two letters of recommendation from your most recent, immediate supervisors (principal, if site-based). Mail or hand-deliver all materials to Arzie Galvez, Director, Secondary Literacy Branch, 333 S. Beaudry Avenue, 25th Floor, Los Angeles, CA 90017. Selected candidates will be invited to an interview at the Local District.

DEADLINE: CONTINUOUS UNTIL POSITIONS FILLED
(Faxed Applications will not be accepted)



STANDARDS FOR INSTRUCTIONAL COACH, SECONDARY LITERACY¹

Standard 1: Skillful Collaborators

Instructional coaches, Secondary Literacy (English/Language Arts--ELA) are **skilled collaborators** and function effectively in middle school and/or high school settings. As a result they...

Outcomes	Performance Indicators
1.1 Function as members of the school instructional leadership team that identifies content literacy needs within English/Language Arts department	<ul style="list-style-type: none"> • Communicate and support content literacy instructional practices in ELA that value and promote effort-based learning in culturally relevant and responsive classroom environments. • Collaborate with the school leadership team and ELA teachers to identify student needs and the content literacy practices needed to promote rigorous teaching and learning in ELA • Provide leadership and facilitate collaboration that support the effective implementation of the Secondary Literacy Plan as it relates to ELA
1.2 Coordinate shared leadership of ELA content literacy-related professional development efforts based on a variety of assessment data.	<ul style="list-style-type: none"> • Based upon the analysis of data, support job-embedded professional development, by collaborating in the planning and, when appropriate, the delivery of professional development that supports the successful implementation of Secondary Literacy Plan and other District initiatives
1.3 Collaborate with administrators, instructional leaders, and teachers in a supportive, empowering manner.	<ul style="list-style-type: none"> • Promote adult learning by working with ELA teachers, including administrators in a manner that promotes collaboration, inquiry and reflection • Analyze data in collaboration with ELA teachers, school leadership and/or local district to determine the job-embedded professional development necessary for continued improvement in student achievement
1.4 Understand and facilitate dialogue as a means to define and solve problems; demonstrate personal characteristics and skills that promote productive relationships among school staff.	<ul style="list-style-type: none"> • Explore instructional issues and identify areas of need through the use of dialogue and collaboration with school leadership team, ELA teachers and local district: <ul style="list-style-type: none"> • Use effective listening and communication strategies; • Understand issues of confidentiality by communicating to school staff that coaching duties do not include the duties of a supervisor or evaluator; • Engage in instructional conversations with members of the ELA teachers that promote collaboration and improved teacher practice
1.5 Demonstrate expertise and flexibility in working with the school's stakeholders.	<ul style="list-style-type: none"> • Advance a culture conducive to the building of a learning community: <ul style="list-style-type: none"> • Listen and learn about others' needs and concerns and provide differentiated instructional support, e.g., coaching, demonstration lessons, facilitating instructional conversations and collaboration • Maintain a stance of self-questioning that demonstrates an openness to new ideas and builds on the expertise and knowledge of other stakeholders • Continually learn more about the knowledge, skills, and practices of successful literacy coaching



Standard 2: Skillful Peer Coaches

Instructional coaches, Secondary Literacy (English/Language Arts) are **skilled peer coaches** in standards-based disciplinary literacy practices for secondary teachers. As a result they...

Outcomes	Performance Indicators
2.1 Assist teachers with data analysis of English/Language Arts periodic assessments to plan and implement standards-based instruction.	<ul style="list-style-type: none">• Work with teachers to identify student learning needs in ELA, and help align ELA literacy practices that support targeted areas• Provide ELA Instructional Guides as tools to assist and/or guide teachers in implementing standards-based lessons aligned to standard sets
2.2 Observe teachers and provide feedback on teaching and learning relevant to standards-based instructional goals.	<ul style="list-style-type: none">• Provide effective support for a full range of reading, writing, thinking, speaking, and problem-solving practices and the habits of mind specific to the content area of ELA• Engage in reflective dialogue related to observation.• Provide demonstration lessons that model instructional practices in the context of a classroom setting structured to meet the diverse literacy needs of students through the following: instructional scaffolding, differentiation, culturally relevant and responsive teaching, and personalization• Demonstrate the role of student language, including accountable talk, in socializing intelligence through standards-based learning.• Provide demonstration lessons and other instructional support to illustrate how students' language background is the foundation for building academic language proficiency
2.3 Assist the school instructional leadership team in implementing standards-based instruction, analyzing program results, and organizing for sustainability.	<ul style="list-style-type: none">• Support the use of English/Language Arts Instructional Guides and periodic assessment data to inform instruction• Collaborate with department to address identified student needs• Attend all mandated central, local, and school site professional development, including cadre and coaches meetings.
2.4 Demonstrate leadership in supporting and building professional learning communities.	<ul style="list-style-type: none">• Support and, when appropriate, provide opportunities for peer coaching, classroom observation and department collaboration.



Standard 3: Knowledgeable and Skillful English/Language Arts Teachers

Instructional coaches, Secondary Literacy (English/Language Arts) are **knowledgeable and skilled English/Language Arts teachers**, and know how to apprentice secondary students in rigorous, discipline-specific reading, writing, and speaking tasks. As a result they...

Outcomes	Performance Indicators
3.1 Know the social, cognitive, cultural, and linguistic foundations of reading and writing processes and instruction, including second-language literacy learning.	<ul style="list-style-type: none">• Possess knowledge of the social, cultural, and linguistic foundations that relate to reading and writing, e.g., cultural relevant and responsive teaching• Demonstrate expertise in the use of foundational knowledge to implement rigorous standards-based instruction
3.2 Know the <i>California Framework for English/Language Arts, Kindergarten Through Grade 12</i> and the content standards applicable to secondary students.	<ul style="list-style-type: none">• Communicate the goals and objectives of the LAUSD Secondary Literacy Plan and the disciplinary literacy design principles as it relates to ELA• Understand the relationship between content standards, curriculum, instruction, assessments and professional development, e.g., CST, CAHSEE, ELA Instructional Guides and periodic assessments.
3.3 Know a wide range of teaching practices, including methods for teaching second-language literacy; use demonstrations of instructional practices to support teachers in the development of standards-based lessons and assessments.	<ul style="list-style-type: none">• Conduct demonstration lessons which focus on instructional practices and methodologies aligned to standards, integrating technology when appropriate.• Facilitate collaboration of ELA teachers with school site cadre and other staff members to strategically integrate research-based, content-specific literacy strategies in each content area.
3.4 Create instructional contexts that allow for individual, small-group, and whole-class instruction.	<ul style="list-style-type: none">• Provide demonstration lessons that illustrate effective instructional content-specific literacy strategies• Support teachers in developing contexts for individualized and small-group instruction to occur.
3.5 Support professional development and collaboration through a wide variety of approaches.	<ul style="list-style-type: none">• Use professional literature, state frameworks and content standards, young adult literature, relevant texts and materials, and technology resources.• Skillfully collaborate and, when appropriate, guide teachers to further their knowledge about content literacy and the apprenticeship of students in ELA• Use research-based constructivist practices of learning, (access to peer expertise, varied group configurations, and scaffolding techniques) as needed to engage adult learners.



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3.6 Participate in professional development opportunities that further knowledge and expertise as a literacy coach for English/Language Arts	<ul style="list-style-type: none"> Expand expertise and knowledge necessary to meet the demands of the role of secondary instructional coach by participating in the following: attending District sponsored and/or recommended professional development, participating in collaborative peer work sessions that examine best practices, curriculum materials, and/or develop ELA resources aligned to standards.
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Standard 4: Skillful Assessors

Instructional coaches, Secondary Literacy (English/Language Arts) are **skilled assessors** of literacy needs within the subject areas at the school, department, classroom, and individual levels, and can collaborate with leadership teams and teachers to interpret and use assessment data appropriately. They also understand the second-language acquisition process. As a result they...

Outcomes	Performance Indicators
4.1 Collect information in both formal and informal contexts that identifies the literacy needs of students in ELA.	<ul style="list-style-type: none"> Engage in collaborative analysis of data, including periodic assessments, as a means to support teaching and learning.
4.2 Work with teachers to synthesize and summarize data to use in instructional planning.	<ul style="list-style-type: none"> Attend and, when appropriate, facilitate grade-level department meetings and study groups to assist teachers in utilizing the instructional guide and periodic assessments for English/Language Arts. Use performance band and standard-specific data to identify specific instructional needs of students and the appropriate instructional practices, including intervention, needed Assist teachers in using district-created scoring materials for multiple-choice item analysis and extended constructed response (ECR) student writing responses.
4.3 Communicate assessment data and subsequent plans in ways that allow collaboration at all levels of the secondary school.	<ul style="list-style-type: none"> Facilitate work on programmatic and instructional goals among school and district literacy leaders (e.g., looking for patterns across schools, grade levels).

This document is directly aligned and supportive of the Superintendent’s Theory of Change, District’s *Secondary Literacy Plan*, and the Institute for Learning’s *Disciplinary Literacy Framework*. This document applies to all Instructional Coaches, Secondary Literacy (English/Language Arts) serving in class code 0845.

¹Adapted from Standards for Middle and High School Literacy Coaches—the National Council of Teachers of English (NCTE) and the International Reading Association (IRA).