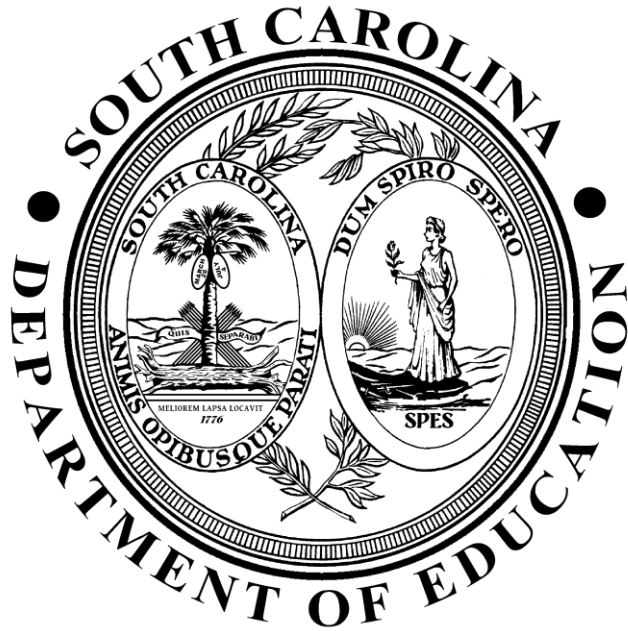


STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN
STATE SUPERINTENDENT OF EDUCATION



2018–19 Annual Reading Coach Report

Provided to the General Assembly

Pursuant to Provisos 1.62 and 1A.57 of the 2018–19 Appropriations Act
and S.C. Code § 59-155-180

January 15, 2019

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Executive Summary

In 2014, Governor Nikki Haley signed Act 284, the Read to Succeed (R2S) Act, into law. The South Carolina legislature designed Read to Succeed with the intention of increasing the number of students statewide who can proficiently read and comprehend grade-level text, particularly in the early grades.

A core component of the Read to Succeed Act is the inclusion of school-based reading/literacy coaches. Reading coaches support teachers by providing ongoing professional development on best instructional practices in order to improve student achievement in literacy, and also work in classrooms alongside teachers to support all students. Coaches receive regular virtual and face-to-face professional development from regionally-assigned Literacy Specialists, who model evidence-based strategies and practices that coaches can implement in their schools. Literacy Specialists also work with coaches and teachers in classrooms to analyze data and problem-solve, and help coaches facilitate professional learning labs for educators.

This year, 614 state-funded reading coaches were placed in districts and charter schools across the state. Coaches' core responsibilities are teacher-focused: each week, they assist teachers with developing high-quality lesson plans, making adjustments to instruction, and analyzing student data.

The following report includes statewide coach qualification data, funding allocations for 2018–19, information on reading coach responsibilities, and school-level placements by district.

Reporting Requirement

According to SC Code 59-155-180, the reading coach shall:

- (a) model effective instructional strategies for teachers by working weekly with students in whole, and small groups, or individually;
- (b) facilitate study groups;
- (c) train teachers in data analysis and using data to differentiate instruction;
- (d) coaching and mentoring colleagues;
- (e) work with teachers to ensure that research-based reading programs are implemented with fidelity;
- (f) work with all teachers (including content area and elective areas) at the school they serve, and help prioritize time for those teachers, activities, and roles that will have the greatest impact on student achievement, namely coaching and mentoring in the classrooms; and
- (g) help lead and support reading leadership teams.

Funding and further guidance for the state's reading coach program is provided in Provisos 1.62 and 1A.57 of the 2018–19 Appropriations Act (see Appendix B). Under the provisos, districts with schools receiving state funding for reading/literacy coaches are required to report to the South Carolina Department of Education (SCDE) the name and qualifications of the funded reading/literacy coaches, the schools in which coaches are assigned, and specific amounts and uses of proviso funds.

Using data reported by the school districts, the SCDE is required to report to the General Assembly by January 15th of the current fiscal year on the hiring of and assignment of reading/literacy coaches. The SCDE must also report the amount of unspent or unallocated funds that will be used for Summer Reading Camps.

Reading Coach Research

Reading coaches directly benefit the most important factor in a classroom: the teacher. Research suggests that school-based reading coaches impact students by improving the level of literacy instruction given by teachers (Bright and Hensley, 2010). The National Academy of Education (2008) provides evidence that professional development, coaching, and mentoring can improve instruction and promote the retention of highly effective teachers.

Additionally, the Annenberg Foundation for Education Reform (2004) released a comprehensive study detailing the core benefits of coaching. These findings suggest that coaching:

- Promotes positive cultural change within a school;
- Increases teachers' use of data to inform practice;
- Promotes the implementation of learning; and
- Supports collective leadership across a school system.

South Carolina-specific research emphasizes the positive impact of coaches on instruction and teacher beliefs. A study following the introduction of school-based reading coaches in districts found that teachers' beliefs and classroom practices became more consistently aligned with the

best practices set forth by the SCDE after working with coaches (Stephens et al., 2011). A recent survey of South Carolina teachers found that 88 percent of teachers agree that their school's reading coach provides support that helps improve their reading instruction (RMC Research Corporation, 2017).

2018–19 Coach Qualifications and Assignments

Coach Qualification Requirements

On October 1, 2018, school districts received the Reading/Literacy Coach Memorandum of Agreement, which outlines the necessary qualifications and requirements for school-based reading coaches (Appendix C). Per the memorandum, any licensed/certified teacher is qualified to serve as a coach if he or she:

- (1) holds a bachelor's degree or higher and the R2S Literacy Coach or R2S Literacy Specialist endorsement; or
- (2) holds a bachelor's degree or higher and is actively pursuing the R2S Literacy Coach or R2S Literacy Specialist endorsement; or
- (3) holds a master's degree or higher in reading or a closely related field and is actively pursuing the R2S Literacy Coach or R2S Literacy Specialist endorsement.

Additional qualifications for reading coaches include:

- Has knowledge of and the ability to apply adult learning theory within professional learning experiences;
- Works effectively with adults and motivates them to change practices;
- Has experience as a successful classroom teacher;
- Has experience in increasing student achievement in reading;
- Has knowledge of evidence-based reading research, quality reading instruction, and a depth of content knowledge;
- Has an ability to integrate reading strategies into other content areas;
- Is experienced in data analysis to inform instruction; and
- Has excellent communication, presentation, interpersonal, and time management skills.

Statewide Qualification Data

There are 614 state-funded reading coaches statewide for the 2018–19 school year as of December 2018. An additional 111 positions are currently vacant or in the process of being filled by districts. Qualifications and assignment data for the current year were provided by coaches and district staff in the Specific Parties Agreement as required by the Memorandum of Agreement and through a survey of reading coaches conducted by the Office of Early Learning and Literacy (OELL).

Education Level

Research suggests that high-quality reading coaches often have significant classroom teaching experience and possess graduate degrees and training in literacy (Bright and Hensley, 2010). Over 92 percent of state-funded reading coaches in 2018–19 have an advanced degree at the master's level or beyond. Additionally, there was an 11.1 percent increase from 2016–17 to 2018–19 in the percentage of teachers with a master's + 30 additional coursework hours.

Table 1: Percentage of Reading Coaches by Education Level, 2016–17, 2017–18, and 2018–19

| Education Level | 2016–17 | 2017–18 | 2018–19 |
|------------------------|----------------|----------------|----------------|
| Bachelors | 8.6 | 7.2 | 3.7 |
| Bachelors + 18 | 1.9 | 2.3 | 3.7 |
| Masters | 59.2 | 59.5 | 40.6 |
| Masters + 18 | 0.5 | 0.7 | 9.0 |
| Masters + 30 | 19.8 | 20.7 | 30.9 |
| Education Specialist | 5.3 | 5.9 | 8.3 |
| Doctorate | 3.1 | 2.8 | 3.7 |
| Not Reported | 1.6 | 0.9 | 0.2 |

*Source: 2016 and 2017 Reading Coach Surveys, October 2018 Reading Coach Survey

Teaching and Coaching Experience

The percentage of coaches with classroom teaching experience has also risen, as nearly 88 percent of 2018–19 coaches have 11 or more years of teaching experience compared to 75 percent in 2016–17. The percentage of reading coaches with five or fewer years of experience continues to decline, suggesting that districts are hiring more highly qualified coaches.

Table 2: Percentage of Reading Coaches by Years of Teaching Experience, 2016–17, 2017–18, and 2018–19

| Teaching Experience | 2016–17 | 2017–18 | 2018–19 |
|----------------------------|----------------|----------------|----------------|
| 1–5 Years | 4.3 | 3.5 | 2.5 |
| 6–10 Years | 19.8 | 13.9 | 9.7 |
| 11–15 Years | 20.3 | 23.1 | 21.7 |
| 16–20 Years | 23.7 | 22.3 | 24.7 |
| 21–25 Years | 12.9 | 16.7 | 19.6 |
| 26+ Years | 18.3 | 20.2 | 21.9 |
| Not Reported | 0.7 | 0.3 | -- |

*Source: 2016 and 2017 Reading Coach Surveys, October 2018 Reading Coach Survey

Over three-quarters (77 percent) of 2018–19 reading coaches also served as a state-funded coach in South Carolina during the prior school year, and over 46 percent have four or more years of coaching experience. This year, the percentage of first-year coaches grew by 7.1 percent from 2017–18. This increase is likely due to changes in the 2018–19 Reading Coach proviso that allows districts to place coaches at primary and middle schools who previously did not have a state-funded coach.

Table 3: Percentage of Reading Coaches by Years of Coaching Experience, 2016–17, 2017–18, and 2018–19

| Coaching Experience | 2016–17 | 2017–18 | 2018–19 |
|----------------------------|----------------|----------------|----------------|
| 0 Years | 15.4 | 9.5 | 16.6 |
| 1 Year | 15.7 | 12.5 | 9.4 |
| 2 Years | 39.4 | 12.6 | 14.3 |
| 3 Years | 7.2 | 25.6 | 13.6 |
| 4 Years | 3.3 | 21.1 | 27.2 |
| 5 Years | 3.1 | 3.5 | 4.8 |
| 6–10 Years | 9.9 | 8.2 | 7.6 |
| 11–15 Years | 4.9 | 6.2 | 5.9 |
| 16+ Years | 0.7 | 0.5 | 0.6 |
| Not Reported | 0.4 | 0.3 | -- |

*Source: 2016 and 2017 Reading Coach Surveys, October 2018 Reading Coach Survey

School Level Assignment

Provisos 1.62 and 1A.57 for the 2018–19 fiscal year gave districts greater flexibility in reading coach school-level assignment. Previously, state-funded coaches could only serve in elementary schools. For the 2018–19 school year, districts were given the option to place coaches in primary, elementary, or middle schools or a combination of these schools depending on the area of highest need for the district. This year, over a quarter of districts (27 percent) chose to use this flexibility and placed coaches at primary, middle, or multiple schools.

Table 4: Percentage of Reading Coaches by School Level Assignment, 2018–19

| School Level Assignment | Percentage |
|---------------------------------|-------------------|
| Primary | 4.6 |
| Elementary | 73.0 |
| Middle | 1.4 |
| Primary and Elementary | 15.1 |
| Elementary and Middle | 4.6 |
| Primary, Elementary, and Middle | 1.3 |

*Source: October 2018 Reading Coach Survey

The Role of the Reading Coach

South Carolina reading coaches offer job-embedded professional development to teachers that are centered on students’ needs. Coaches are the connecting link between statewide literacy best practices and classroom-level implementation. According to the Research Making Change (RMC) analysis of Read to Succeed, “[b]ecause of the intense professional development and coaching provided to teachers, students who are struggling are identified early and provided timely, intensive interventions to prevent future failure” (RMC Research Corporation, 2017).

Figure 1: South Carolina Literacy Support



Note: Figure adapted from Tennessee Department of Education’s Read to Be Ready Coaching Network Update (2018).

On this year’s annual SCDE survey, coaches were asked to respond to the question “What are the most valuable or beneficial actions you take in your role as a reading coach?” Overwhelmingly, coaches responded that supporting and collaborating with teachers is both their most beneficial action and the activity they spend most of their daily and weekly time completing. Many of these coaching conversations focus on analyzing student data, delivering high-quality instruction and differentiation, and planning high-quality lessons.

“In my opinion, the most valuable action I take is being responsive to student and teacher needs as a result of reviewing data, conversations with teachers, and interactions with other support school members. This would include being an active listener and coaching teachers through purposeful questioning.”

“The most valuable actions I take as a coach include working with teachers to analyze data to inform instruction while providing professional development opportunities that are essential to the needs of individual teachers.”

According to many coaches, their greatest impact on student achievement comes through building teacher literacy knowledge and capacity and offering continuous, cyclical support to educators year-round.

“My role allows me to grow readers through growing teachers. I not only aid teachers in modeling lessons and coaching cycles, but I work to increase their knowledge of all things literacy. By growing their professional knowledge, they are better able to diagnosis readers and determine the steps needed for continued growth.”

Additionally, coaches emphasized how their role requires them to build trust with teachers in order to have the greatest impact on instruction.

“Building relationships with the teachers in my building are key. Once relationships have been established, I work with teachers to improve literacy instruction in the classroom. Holding one-on-one sessions or grade level sessions are extremely beneficial in my coaching.”

Overall, coaches responded that concentrating on student needs and ensuring that all actions are student-focused is essential to improving literacy achievement.

Funding Allocation and Spending

For the second year, the state received more requests for reading coach funding than could be accommodated at the maximum reimbursement rates. Per Provisos 1.62 and 1A.57, schools could receive up to \$62,730 for each eligible full time employee (FTE) position. Due to the expansion of eligible schools and change in proviso requirements, the state provided \$53,906 for each full time position. Districts with vacant positions are still eligible to receive funding if they complete the hiring process.

In prior years, the provisos provided funding tiers based each elementary school's percentage of students scoring below "meets expectations" on the English Language Arts (ELA) portion of SCReady. Schools in which 20 percent or more of students scored below "meets expectations" were eligible for up to \$62,730, while schools with less than 20 percent of students scoring below "meets expectations" were eligible for up to \$31,365. This year, test scores were no longer used to determine funding allocations; instead, districts received funding for one FTE per elementary school, and could choose to place coaches in primary, middle, or a mix of schools based on determined need. Due to the full use of reading coach funds, there are currently no unallocated funds to go toward Summer Reading Camps.

Conclusion and Next Steps

South Carolina reading coaches are an integral component of the state's efforts to promote literacy achievement. The 2018–19 cohort is comprised of experienced, highly-qualified educators who assist teachers using evidence-based practices.

The OELL will continue to support reading coaches through the SC Coaching Institute and Professional Learning Communities (PLCs), as well as through regional Professional Learning Opportunities (PLOs) that target the specific needs of coaches across the state. The OELL will also continue linking the services and supports provided to coaches to the annual school and district reading plans. Finally, planning is underway to create a state coaching model in collaboration with other academic offices at the SCDE.

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Appendix A: Excerpt from Act 284, the Read to Succeed Act

Section 59-155-180 (C)(1)-(3) states:

(C)(1) To ensure that practicing professionals possess the knowledge and skills necessary to assist all children and adolescents in becoming proficient readers, multiple pathways are needed for developing this capacity.

(2) A reading/literacy coach shall be employed in each elementary school. Reading coaches shall serve as job-embedded, stable resources for professional development throughout schools in order to generate improvement in reading and literacy instruction and student achievement. Reading coaches shall support and provide initial and ongoing professional development to teachers based on an analysis of student assessment and the provision of differentiated instruction and intensive intervention. The reading coach shall:

- (a) model effective instructional strategies for teachers by working weekly with students in whole, and small groups, or individually;
- (b) facilitate study groups;
- (c) train teachers in data analysis and using data to differentiate instruction;
- (d) coaching and mentoring colleagues;
- (e) work with teachers to ensure that research-based reading programs are implemented with fidelity;
- (f) work with all teachers (including content area and elective areas) at the school they serve, and help prioritize time for those teachers, activities, and roles that will have the greatest impact on student achievement, namely coaching and mentoring in the classrooms; and
- (g) help lead and support reading leadership teams.

(3) The reading coach must not be assigned a regular classroom teaching assignment, must not perform administrative functions that deter from the flow of improving reading instruction and reading performance of students and must not devote a significant portion of his or her time to administering or coordinating assessments. By August 1, 2014, the department must publish guidelines that define the minimum qualifications for a reading coach. Beginning in Fiscal Year 2014-2015, reading/literacy coaches are required to earn the add-on certification within six years, except as exempted in items (4) and (5), by completing the necessary courses or professional development as required by the department for the add-on. During the six-year period, to increase the number of qualified reading coaches, the Read to Succeed Office shall identify and secure courses and professional development opportunities to assist educators in becoming reading coaches and in earning the literacy add-on endorsement. In addition, the Read to Succeed Office will establish a process through which a district may be permitted to use state appropriations for reading coaches to obtain in-school services from department-approved consultants or vendors, in the event that the school is not successful in identifying and directly employing a qualified candidate. Districts must provide to the Read to Succeed Office information on the name and qualifications of reading coaches funded by the state appropriations.

Appendix B: Proviso 1.62 and (SDE: Reading/Literacy Coaches) and Proviso 1A.57 (SDE-EIA: Reading/Literacy Coaches), 2018–19 Appropriations Act

(A) Funds appropriated for Reading/Literacy Coaches must be allocated to school districts by the Department of Education as follows: for each primary and elementary school, the school district shall be eligible to receive up to \$62,730 or the actual cost of salary and benefits for a full-time reading/literacy coach.

(B) By accepting these funds, a school district warrants that they will not be used to supplant existing school district expenditures, except for districts that either are currently, or in the prior fiscal year, were paying for reading/literacy coaches with local funds. A district may only utilize these funds to employ reading/literacy coaches that may serve in a primary, elementary, or middle school or a combination of these schools depending on the area of highest need in the district. The school district must align the placement of coaches to the district reading plan that is approved by the department.

(C) Funds appropriated for reading/literacy Coaches are intended to be used to provide primary, elementary, and/or middle schools with reading/literacy coaches who shall serve according to the provisions in Chapter 155 of Title 59.

(D) Schools and districts accepting funding to support a coaching position agree that the reading/literacy coach must not serve as an administrator. If the department finds that school districts are using these funds for administrative costs as defined in statute they must withhold that districts remaining balance of funds allocated pursuant to this proviso.

(E) The Department of Education must publish guidelines that define the minimum qualifications for a reading/literacy coach. These guidelines must deem any licensed/certified teacher qualified if, at a minimum, he or she:

- (1) holds a bachelor's degree or higher and an add-on endorsement for literacy coach or literacy specialist; or
- (2) holds a bachelor's degree or higher and is actively pursuing the literacy coach or literacy specialist endorsement; or
- (3) holds a master's degree or higher in reading or a closely-related field.

Within these guidelines, the Department of Education must assist districts in identifying a reading/literacy coach in the event that the school is not successful in identifying and directly employing a qualified candidate. The provisions of subsection (A), including the local support requirements, shall also apply to any allocations made pursuant to this paragraph.

(F) The Department of Education must develop procedures for monitoring the use of funds appropriated for reading/literacy coaches to ensure they are applied to their intended uses and are not redirected for other purposes. The Department of Education may receive up to \$100,000 of the funds appropriated for reading/literacy coaches in order to implement this program, provided that this allocation does not exceed the department's actual costs.

(G) Prior to the close of the current fiscal year, any unspent or unallocated funds for reading/literacy coaches shall be used to fund Summer Reading Camps.

(H) The Department of Education shall require:

- (1) any school district receiving funding under subsection (A) to identify the name and qualifications of the supported reading/literacy coach; as well as the school in which the coach is assigned; and

(2) any school district receiving funding under subsection (G) to account for the specific amounts and uses of such funds.

(I) With the data reported by the school districts, the department shall report by January fifteenth of the current fiscal year on the hiring of and assignment of reading/literacy coaches by school. The department shall also report the amount of funds that will be used for Summer Reading Camps.

(J) Funds appropriated for reading/literacy coaches shall be retained and carried forward to be used for the same purpose but may not be flexed.

Appendix C: 2018–19 Memorandum of Agreement

The SCDE distributed the following document to school districts in October 2018. Each superintendent’s signature was required in order for a district to receive reading coach funding.

MEMORANDUM OF AGREEMENT FOR SCHOOL-BASED LITERACY COACHES

I. BACKGROUND

The South Carolina Department of Education (SCDE) provides training for Read to Succeed (R2S) state-funded, school-based reading/literacy coaches employed by the district to serve primary and elementary schools and monitors the district’s utilization of literacy coaches to ensure state funding is applied in a manner consistent with the requirements set forth in the Read to Succeed Act and the 2018-2019 Appropriations Act.

The district agrees to employ an appropriately qualified and endorsed school-based reading/literacy coach who works directly with teachers to bring about improvements in the classrooms that impact student achievement in literacy. The work of the literacy coach is shaped by evidence-based research, content knowledge, and knowledge of appropriate reading strategies to enhance learning.

II. DISTRICT REQUIREMENTS FOR FUNDING AND USE OF FUNDS

For each primary and elementary school, the school district shall be eligible to receive up to \$62,730 or the actual cost of salary and benefits for a full-time school-based reading/literacy coach (Proviso 1.62 for FY 2018–19). School districts may use existing local funds currently used for reading assistance as the local support.

A district may only utilize these funds to employ school-based reading/literacy coaches that may serve in a primary, elementary, or middle school or a combination of these schools depending on the area of highest need in the district. The school district must align the placement of coaches to the district reading plan that is approved by the SCDE. In order to receive and/or maintain funding in accordance with this program, the district agrees to and assures the SCDE of the following:

Pursuant to S.C. Code § 59-155-180(C),

- (1) “To ensure that practicing professionals possess the knowledge and skills necessary to assist all children and adolescents in becoming proficient readers, multiple pathways are needed for developing this capacity.”
- (2) “A reading/literacy coach shall be employed in each elementary school [or primary or middle school as amended by Proviso 1.62 for FY 2018–19]. Reading coaches shall serve as job-embedded, stable resources for professional development throughout schools in order to generate improvement in reading and literacy instruction and student achievement. Reading coaches shall support and provide initial and ongoing professional development to teachers based on an analysis of student assessment and

the provision of differentiated instruction and intensive intervention. The reading coach shall:

- (a) model effective instructional strategies for teachers by working weekly with students in whole, and small groups, or individually;
 - (b) facilitate study groups;
 - (c) train teachers in data analysis and using data to differentiate instruction;
 - (d) coaching and mentoring colleagues;
 - (e) work with teachers to ensure that research-based reading programs are implemented with fidelity;
 - (f) work with all teachers (including content area and elective areas) at the school they serve, and help prioritize time for those teachers, activities, and roles that will have the greatest impact on student achievement, namely coaching and mentoring in the classrooms; and
 - (g) help lead and support reading leadership teams.
- (3) “The reading coach must not be assigned a regular classroom teaching assignment, must not perform administrative functions that deter from the flow of improving reading instruction and reading performance of students and must not devote a significant portion of his or her time to administering or coordinating assessments.” Schools and districts accepting funding to support a coaching position agree that the literacy coach must not serve as a full- or part-time administrator.

Additionally,

- The district accounts for the specific amounts and uses of all funds provided pursuant to this agreement and agrees not to use these funds for any purpose except in accordance with this agreement.
- The district requires the attendance of principals and other appropriate administrative staff at the initial SCDE meeting related to the roles and responsibilities of the literacy coach as well as any other scheduled meetings or professional learning opportunities (PLOs) for principals and administrators.
- The district provides information on the names, certification numbers, and qualifications/endorsements of reading coaches funded by the state appropriations to the SCDE.
- By accepting the funds, a school district agrees the funds will not be used to supplant existing school district expenditures, except for districts that either are currently, or in the prior fiscal year, were paying for literacy coaches with local funds.
- Funds appropriated for reading/literacy coaches must be used to provide primary, elementary, and/or middle schools with school-based reading/literacy coaches who shall serve according to the provisions in R2S Act. The district agrees to cooperate with any compliance and technical assistance visits from the SCDE during the 2018–19 school year.
- If the SCDE finds the district is using these funds for a coach to perform administrative functions contrary to the statute, the SCDE shall withhold the remaining balance of funds and seek recoupment of the funds spent in an unauthorized manner.

III. JOB QUALIFICATIONS

The SCDE must publish guidelines that define the minimum qualifications for a reading/literacy coach. These guidelines must deem any licensed/certified teacher qualified if, at a minimum, he or she:

- (4) holds a bachelor's degree or higher and the R2S Literacy Coach or R2S Literacy Specialist endorsement; or
- (5) holds a bachelor's degree or higher and is actively pursuing the R2S Literacy Coach or R2S Literacy Specialist endorsement; or
- (6) holds a master's degree or higher in reading or a closely related field and is actively pursuing the R2S Literacy Coach or R2S Literacy Specialist endorsement.

Within these guidelines, the SCDE must assist districts in identifying a reading/literacy coach in the event that the school is not successful in identifying and directly employing a qualified candidate. The provisions of subsection (A), including the local support requirements, shall also apply to any allocations made pursuant to this paragraph.

IV. ALTERNATIVE COACH PROGRAM

If a district is deemed to have the personnel and financial capacity to provide the support and training for school-based reading/literacy coaches, a district may elect to have state-funded coaches obtain the endorsements and receive support through a means other than the SCDE R2S Coach Institute. This alternative training must be rigorous and focused on using data and evidence-based practices. If a district elects to have coaches participate in an alternative training, it must be at the district's expense. All courses provided to coaches to fulfill the R2S Teacher and Coach endorsements must be approved through the R2S approval process in the Office of Early Learning and Literacy.

Districts that wish to provide alternative training for coaches must have courses approved prior to offering courses and must submit both a written request and a detailed plan for providing courses as well as support that will be provided to the coaches.

A written request to provide alternative training must be received by September 21, 2018. Plans for providing alternative training must be received by October 1, 2018.

The SCDE has the final approval for the alternative training.

V. ADDITIONAL AGREEMENTS

The SCDE and the district agree to minimum additional qualifications and responsibilities for a school-based reading/literacy coach. The additional qualifications are as follows:

- Has knowledge of and the ability to apply adult learning theory within professional learning experiences;
- Works effectively with adults and motivates them to change practices;
- Has experience as a successful classroom teacher;
- Has experience in increasing student achievement in reading;

- Has knowledge of evidence-based reading research, quality reading instruction, and a depth of content knowledge;
- Has an ability to integrate reading strategies into other content areas;
- Is experienced in data analysis to inform instruction; and
- Has excellent communication, presentation, interpersonal, and time management skills.

The additional responsibilities include:

- Assist with the development of the school's annual Reading Plan submission;
- Must participate in the SCDE R2S Coach Institute or in an alternate coach program approved by the SCDE;
- Attend all monthly sessions;
- Attend all virtual meeting/training sessions;
- Meet monthly with administration to discuss progress (review data), issues, and concerns based on goals;
- Serve as job-embedded, stable resources for PLOs that adhere to professional learning standards;
- Continue to participate in job-embedded professional development. This professional development will be based on the needs of coaches; and
- Complete documentation and surveys related to job functions.

VI. SPECIFIC PARTIES AGREEMENT DOCUMENT

This link should be provided to each participating school and the survey completed by the appropriate parties by the same date the original Memorandum of Agreement is signed and submitted.

VII. TERMS AND TERMINATION

The SCDE reserves the right to withdraw funding issued pursuant to this agreement if the SCDE determines that the school or district is not utilizing such funding in a manner consistent with legislative requirements for funding, qualifications, and the roles and responsibilities as outlined herein.

Appendix D: Number of Coaches by District and School Level, 2018–19

| District | 2018–19 | | | | | 2017–18 | |
|------------------------------|--------------------|-----------------|-------------------------|----------------|--------------|--------------------|--------------------|
| | Elementary Schools | Primary Schools | K–8 Combination Schools | Middle Schools | K-12 Schools | Total Per District | Total Per District |
| Abbeville | 2 | 0 | 0 | 0 | 0 | 2 | 2 |
| Aiken | 20 | 0 | 1 | 0 | 0 | 21 | 19 |
| Allendale | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Anderson 1 | 7 | 1 | 0 | 0 | 0 | 8 | 7 |
| Anderson 2 | 3 | 1 | 0 | 0 | 0 | 4 | 3 |
| Anderson 3 | 3 | 0 | 0 | 0 | 0 | 3 | 3 |
| Anderson 4 | 4 | 0 | 0 | 0 | 0 | 4 | 4 |
| Anderson 5 | 9 | 1 | 0 | 0 | 0 | 10 | 10 |
| Bamberg 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| Bamberg 2 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Barnwell 19 | 0 | 0 | 1 | 0 | 0 | 1 | 1 |
| Barnwell 29 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| Barnwell 45 | 1 | 1 | 0 | 0 | 0 | 2 | 1 |
| Beaufort | 16 | 0 | 3 | 1 | 0 | 20 | 20 |
| Berkeley | 22 | 3 | 1 | 2 | 0 | 28 | 22 |
| Calhoun | 0 | 0 | 2 | 0 | 0 | 2 | 2 |
| Charleston | 38 | 2 | 7 | 1 | 0 | 48 | 44 |
| Charter Institute at Erskine | 1 | 1 | 2 | 0 | 3 | 7 | 0 |
| Cherokee | 11 | 1 | 0 | 0 | 0 | 12 | 11 |
| Chester | 5 | 0 | 0 | 1 | 0 | 6 | 6 |
| Chesterfield | 7 | 1 | 0 | 0 | 0 | 8 | 7 |
| Clarendon 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Clarendon 2 | 1 | 1 | 0 | 0 | 0 | 2 | 2 |
| Clarendon 3 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Colleton | 5 | 0 | 0 | 0 | 0 | 5 | 5 |
| Darlington | 9 | 0 | 1 | 0 | 0 | 10 | 10 |
| Dillon 3 | 1 | 0 | 0 | 1 | 0 | 2 | 2 |
| Dillon 4 | 2 | 3 | 0 | 0 | 0 | 5 | 5 |
| Dorchester 2 | 15 | 0 | 0 | 0 | 0 | 15 | 15 |
| Dorchester 4 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Edgefield | 4 | 0 | 0 | 0 | 0 | 4 | 4 |
| Fairfield | 4 | 0 | 0 | 0 | 0 | 4 | 5 |
| Florence 1 | 0 | 0 | 0 | 0 | 0 | 0 | 15 |
| Florence 2 | 0 | 0 | 1 | 0 | 0 | 1 | 1 |
| Florence 3 | 4 | 1 | 0 | 0 | 0 | 5 | 4 |
| Florence 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Florence 5 | 1 | 0 | 0 | 1 | 0 | 2 | 2 |
| Georgetown | 9 | 1 | 1 | 0 | 0 | 11 | 11 |

| District | 2018-19 | | | | | | 2017-18 |
|------------------------|--------------------|-----------------|-------------------------|----------------|--------------|--------------------|--------------------|
| | Elementary Schools | Primary Schools | K-8 Combination Schools | Middle Schools | K-12 Schools | Total Per District | Total Per District |
| Greenville | 50 | 0 | 1 | 0 | 0 | 51 | 54 |
| Greenwood 50 | 8 | 0 | 0 | 0 | 0 | 8 | 8 |
| Greenwood 51 | 1 | 0 | 0 | 1 | 0 | 2 | 1 |
| Greenwood 52 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| Hampton 1 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Hampton 2 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| Horry | 44 | 3 | 3 | 0 | 0 | 50 | 31 |
| Jasper | 2 | 0 | 0 | 0 | 0 | 2 | 2 |
| Kershaw | 0 | 0 | 0 | 0 | 0 | 0 | 10 |
| Lancaster | 12 | 0 | 0 | 0 | 0 | 12 | 11 |
| Laurens 55 | 4 | 0 | 2 | 0 | 0 | 6 | 6 |
| Laurens 56 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Lee | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Lexington 1 | 16 | 1 | 0 | 0 | 0 | 17 | 16 |
| Lexington 2 | 6 | 1 | 0 | 0 | 0 | 7 | 7 |
| Lexington 3 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Lexington 4 | 2 | 1 | 0 | 0 | 0 | 3 | 2 |
| Lexington & Richland 5 | 12 | 0 | 0 | 0 | 0 | 12 | 12 |
| Marion | 3 | 1 | 0 | 0 | 0 | 4 | 3 |
| Marlboro | 2 | 1 | 1 | 0 | 0 | 4 | 5 |
| McCormick | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Newberry | 8 | 0 | 0 | 0 | 0 | 8 | 8 |
| Oconee | 10 | 0 | 0 | 0 | 0 | 10 | 10 |
| Orangeburg 3 | 3 | 0 | 1 | 0 | 0 | 4 | 4 |
| Orangeburg 4 | 3 | 1 | 0 | 0 | 0 | 4 | 3 |
| Orangeburg 5 | 7 | 1 | 0 | 0 | 0 | 8 | 7 |
| Pickens | 14 | 0 | 0 | 0 | 0 | 14 | 14 |
| Richland 1 | 29 | 0 | 0 | 0 | 0 | 29 | 29 |
| Richland 2 | 14 | 0 | 2 | 0 | 0 | 16 | 24 |
| Saluda | 1 | 1 | 0 | 0 | 0 | 2 | 2 |
| Spartanburg 1 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| Spartanburg 2 | 9 | 0 | 0 | 0 | 0 | 9 | 9 |
| Spartanburg 3 | 5 | 0 | 0 | 0 | 0 | 5 | 4 |
| Spartanburg 4 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| Spartanburg 5 | 7 | 0 | 0 | 0 | 0 | 7 | 7 |
| Spartanburg 6 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |
| Spartanburg 7 | 6 | 0 | 1 | 0 | 0 | 7 | 8 |
| Sumter | 0 | 0 | 0 | 0 | 0 | 0 | 15 |
| Union | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Williamsburg | 3 | 0 | 0 | 0 | 0 | 3 | 4 |

| District | 2018-19 | | | | | | 2017-18 |
|-----------------------------------|--------------------|-----------------|-------------------------|----------------|--------------|--------------------|--------------------|
| | Elementary Schools | Primary Schools | K-8 Combination Schools | Middle Schools | K-12 Schools | Total Per District | Total Per District |
| York 1 | 6 | 0 | 0 | 0 | 0 | 6 | 6 |
| York 2 | 6 | 0 | 0 | 0 | 0 | 6 | 4 |
| York 3 | 16 | 0 | 0 | 0 | 0 | 16 | 17 |
| York 4 | 9 | 0 | 0 | 0 | 0 | 9 | 9 |
| School for the Deaf and the Blind | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| SC Public Charter School District | 2 | 0 | 6 | 0 | 8 | 16 | 18 |
| Total | 529 | 29 | 37 | 8 | 11 | 614 | 660 |

*Source: District reporting of coaches and main school-level assignment to the SCDE Finance Office as of December 6, 2018.

**Elementary schools include schools that serve grades PK-4, PK-5, PK-6, K-4, K-5, K-6, and 3-5. Primary schools include those that serve grades PK-2, PK-3, K-2, and K-3. K-8 Combination Schools include schools that serve students from both elementary and middle grades (e.g. PK-7, K-8). Middle schools include schools that serve grades 5-8, 6-8, and 6-9.

Appendix E: SC Coaching Competencies

Standard 1: Foundational Knowledge

Coaches understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

| Elements | Competencies: The coach will be able to... |
|--|--|
| <p>1.1: Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.</p> | <ul style="list-style-type: none"> • Interpret major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts. • Analyze classroom environment quality for fostering individual motivation to read and write (e.g., access to print, choice, challenge, and interests). • Demonstrate a critical stance toward the scholarship of the profession. • Read and understand the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical). • Inform other educators about major theories of reading and writing processes, components, and development with supporting research evidence, including information about the relationship between the culture and native language of English learners as a support system in their learning to read and write in English. |
| <p>1.2: Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.</p> | <ul style="list-style-type: none"> • Interpret and summarize historically shared knowledge (e.g., instructional strategies and theories) that addresses the needs of all readers. • Inform educators and others about the historically shared knowledge base in reading and writing and its role in reading education. |
| <p>1.3: Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.</p> | <ul style="list-style-type: none"> • Model fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals. • Communicate the importance of fair-mindedness, empathy, and ethical behavior in literacy instruction and professional behavior. |

Standard 2: Curriculum and Instruction

Coaches use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

| Elements | Competencies: The coach will be able to... |
|---|---|
| <p>2.1: Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]</p> | <ul style="list-style-type: none"> • Demonstrate an understanding of the research and literature that undergirds the reading and writing curriculum instruction for all PreK–12 students. • Develop and implement the curriculum to meet the specific needs of students who struggle with reading. • Support teachers and other personnel in the design, implementation, and evaluation of the reading and writing curriculum for all students. • Work with teachers and other personnel in developing a literacy curriculum that has vertical and horizontal alignment across PreK–12. |
| <p>2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections. [McKenna and Stahl (2009) define <i>reading</i> as including word recognition, language comprehension, and strategic knowledge.</p> | <ul style="list-style-type: none"> • Use instructional approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing. • Provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing. • Support classroom teachers and education support personnel to implement instructional approaches for all students. • Adapt instructional materials and approaches to meet the language- proficiency needs of English learners and students who struggle to learn to read and write as needed. |
| <p>2.3: Use a wide range of texts (e.g., narrative, informational, expository, and poetry) from traditional print, digital, and online resources.</p> | <ul style="list-style-type: none"> • Demonstrate knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources. • Support classroom teachers in building and using a quality, accessible classroom library and materials collection that meets the specific needs and abilities of all learners. [Reading specialists may provide support through modeling, co-teaching, observing, planning, and providing resources.] |

| Elements | Competencies: The coach will be able to... |
|----------|--|
| | <ul style="list-style-type: none"><li data-bbox="764 231 1453 380">• Lead collaborative school efforts to evaluate, select, and use a variety of instructional materials to meet the specific needs and abilities of all learners. |

Standard 3: Assessment and Evaluation

Coaches use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

| Elements | Competencies: The coach will be able to... |
|---|---|
| 3.1: Understand types of assessments and their purposes, strengths, and limitations. | <ul style="list-style-type: none">• Demonstrate an understanding of the literature and research related to assessments and their uses and misuses.• Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.• Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity).• Explain district and state assessment frameworks, proficiency standards, and student benchmarks. |
| 3.2: Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.] | <ul style="list-style-type: none">• Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing.• Collaborate with and provide support to all teachers in the analysis of data, using the assessment results of all students.• Lead school-wide or larger scale analyses to select assessment tools that provide a systemic framework for assessing the reading, writing, and language growth of all students |
| 3.3: Use assessment information to plan and evaluate instruction. | <ul style="list-style-type: none">• Use multiple data sources to analyze individual readers' performance and to plan instruction and intervention.• Analyze and use assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.• Lead teachers in analyzing and using classroom, individual, grade-level, or school-wide assessment data to make instructional decisions.• Plan and evaluate professional development initiatives using assessment data. |

| Elements | Competencies: The coach will be able to... |
|---|---|
| 3.4: Communicate assessment results and implications to a variety of audiences. | <ul style="list-style-type: none"> • Analyze and report assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability. • Demonstrate the ability to communicate results of assessments to various audiences. |

Standard 4: Diversity

Coaches create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

| Elements | Competencies: The coach will be able to... |
|---|---|
| 4.1: Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.] | <ul style="list-style-type: none">• Demonstrate an understanding of the ways in which diversity influences the reading and writing development of students, especially those who struggle with reading and writing.• Assist teachers in developing reading and writing instruction that is responsive to diversity.• Assist teachers in understanding the relationship between first- and second-language acquisition and literacy development.• Engage the school community in conversations about research on diversity and how diversity impacts reading and writing development |
| 4.2: Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity. | <ul style="list-style-type: none">• Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity.• Support classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning.• Support and lead other educators to recognize their own cultures in order to teach in ways that are responsive to students' diverse backgrounds.• Collaborate with others to build strong home-to-school and school-to-home literacy connections.• Provide support and leadership to educators, parents and guardians, students, and other members of the school community in valuing the contributions of diverse people and traditions to literacy learning |
| 4.3: Develop and implement strategies to advocate for equity. | <ul style="list-style-type: none">• Provide students with linguistic, academic, and cultural experiences that link their communities with the school. |

| Elements | Competencies: The coach will be able to... |
|----------|--|
| | <ul style="list-style-type: none"> • Advocate for change in societal practices and institutional structures that are inherently biased or prejudiced against certain groups. • Demonstrate how issues of inequity and opportunities for social justice activism and resiliency can be incorporated into the content areas and literacy curriculum. • Collaborate with teachers, parents and guardians, and administrators to implement policies and instructional practices that promote equity and draw connections between home and community literacy and school literacy. |

Standard 5: Literate Environment

Coaches create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

| Elements | Competencies: The coach will be able to... |
|--|--|
| 5.1: Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction. | <ul style="list-style-type: none"> • Arrange instructional areas to provide easy access to books and other instructional materials for a variety of individual, small-group, and whole-class activities and support teachers in doing the same. • Modify the arrangements to accommodate students' changing needs. |
| 5.2: Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.] | <ul style="list-style-type: none"> • Create supportive social environments for all students, especially those who struggle with reading and writing. • Model for and support teachers and other professionals in doing the same for all students. • Create supportive environments where English learners are encouraged and given many opportunities to use English. |
| 5.3: Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback). | <ul style="list-style-type: none"> • Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources. • Create effective routines for all students, especially those who struggle with reading and writing. • Support teachers in doing the same for all readers. |
| 5.4: Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction. | <ul style="list-style-type: none"> • Use evidence-based grouping practices to meet the needs of all students, especially those who struggle with reading and writing. • Support teachers in doing the same for all students. |

Standard 6: Professional Learning and Leadership

Coaches recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

| Elements | Competencies: The coach will be able to... |
|--|--|
| <p>6.1: Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.</p> | <ul style="list-style-type: none"> • Use literature and research findings about adult learning, organizational change, professional development, and school culture in working with teachers and other professionals. • Use knowledge of students and teachers to build effective professional development programs. • Use the research base to assist in building an effective, school-wide professional development program. |
| <p>6.2: Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors. [This element deals with positive attitudes not only with colleagues but also with community members, parents and guardians, and so forth.]</p> | <ul style="list-style-type: none"> • Articulate the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community. • Promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, and parents and guardians. • Join and participate in professional literacy organizations, symposia, conferences, and workshops. • Demonstrate effective interpersonal, communication, and leadership skills. • Demonstrate effective use of technology for improving student learning. |
| <p>6.3: Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs</p> | <ul style="list-style-type: none"> • Collaborate in planning, leading, and evaluating professional development activities for individuals and groups of teachers. Activities may include working individually with teachers (e.g., modeling, complaining, co-teaching, and observing) or with groups (e.g., teacher workshops, group meetings, and online learning). • Demonstrate the ability to hold effective conversations (e.g., for planning and reflective problem solving) with individuals and groups of teachers, work collaboratively with teachers and administrators, and facilitate group meetings. |

| Elements | Competencies: The coach will be able to... |
|--|---|
| | <ul style="list-style-type: none"> • Support teachers in their efforts to use technology in literacy assessment and instruction. |
| <p>6.4: Understand and influence local, state, or national policy decisions.</p> | <ul style="list-style-type: none"> • Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction. • Write or assist in writing proposals that enable schools to obtain additional funding to support literacy efforts. • Promote effective communication and collaboration among stakeholders, including parents and guardians, teachers, administrators, policymakers, and community members. • Advocate with various groups (e.g., administrators, school boards, and local, state, and federal policymaking bodies) for needed organizational and instructional changes to promote effective literacy instruction. |