



2025-2026 Annual Reading Coach Report

Pursuant to Provisos 1.50 and 1A.47 of the
2025-26 Appropriations Act and S.C. Code Ann. § 59-155-180

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State Superintendent of Education

Contents

Contents	2
Summary.....	3
Reporting Requirement	4
Reading Coach Research	4
2025-26 Coach Qualifications.....	5
Coach Qualification Requirements	5
Statewide Qualification Data.....	6
State Support for Reading Coaches	6
State Support, 2019-20 to 2025-26	7
Science of Reading Professional Development	7
K-5 Literacy Curriculum.....	8
Funding Allocation and Spending	8
References	9
Appendix A: Excerpt from the Read to Succeed Act, Act 114.....	10
Appendix B: Proviso 1.50 (SDE: Reading/Literacy Coaches) and Proviso 1A.47 (SDE-EIA: Reading Literacy Coaches), 2024-25 Appropriations Act.....	11
Appendix C: 2025-26 Memorandum of Agreement.....	13
I. Background	13
II. District Requirements For Funding And Use Of Funds.....	13
III. Job Qualifications	16
IV. Scde Reading/Literacy Coach Institute For R2s Literacy Coach Endorsement	16
V. Additional Agreements.....	17
VI. Literacy Interventionist Waiver.....	18
VII. Specific Parties Agreement Document	18
VIII. Terms And Termination	18
Appendix D: Number of Coaches by District and Main School Level, 2024-26.....	19
Appendix E: SC Coaching Competencies	22

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.

To support the literacy needs of students, [Act 114](#) of the 2023-24 legislative session amends [South Carolina's Read to Succeed Act](#) (2014) to focus primarily on reading for students in kindergarten through grade 5 and to require that reading instruction, interventions, resources, programs, and other reading services are based on evidence-based practices aligned to the science of reading, structured literacy, and foundational literacy skills (see Appendix A).

These reforms are a testament to our dedication to the comprehensive body of scientific research known as the Science of Reading, which guarantees that our students benefit from the highest quality of reading instruction. This approach equips educators with the necessary tools to enhance student literacy outcomes and reflects our broader commitment to evidence-based educational practices.

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 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 through professional learning opportunities (PLOs) and site visits. 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, 699 state-funded reading coaches were placed in districts and charter schools across the state. Coaches' core responsibilities are teacher-focused: they model lessons and strategies and assist teachers with developing high-quality lesson plans, making adjustments to instruction, and analyzing student data.

The following report includes statewide coach qualification requirements, funding allocations for 2025–26, information on reading coach responsibilities, and number of coaches by district and is provided by the Office of Instructional Supports (OIS), formerly known as the Office of Early Learning Literacy (OELL).

Reporting Requirement

According to S.C. Code Ann. § 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 1.50 and 1A.47 of the 2025–26 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 support 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 the school system.

A recent meta-analysis of coaching studies found that school-based coaches can significantly impact instruction and student achievement, particularly when coaching programs are taken appropriately to scale (Kraft et. al., 2018).

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).

2025-26 Coach Qualifications

Coach Qualification Requirements

On August 12, 2025, school districts received the Reading/Literacy Coach Memorandum of Agreement (MOA), which outlines the necessary qualifications and requirements for school-based reading coaches (Appendix C). Per the MOA, any licensed/certified teacher is qualified to serve as a coach if he or she:

1. He or she holds a bachelor's degree or higher and the Read to Succeed Literacy Coach or Read to Succeed Literacy Specialist endorsement.
2. He or she holds a bachelor's degree or higher and is actively pursuing the Read to Succeed Literacy Coach or Read to Succeed Literacy Specialist endorsement.
3. He or she holds a bachelor's degree or higher and is actively pursuing a literacy coach endorsement through an alternative program that has been approved by both the district and by the SCDE Office of Early Learning and Literacy.
4. He or she holds a master's degree or higher in reading or a closely related field and is actively pursuing the Read to Succeed Literacy Coach or Read to Succeed Literacy Specialist endorsement.

At a minimum, educators serving as a reading/literacy coach should be certified to teach reading to the students being served in the school of placement and hold a literacy endorsement. Additionally, districts should document the educator's proven effectiveness in reading instruction aligned with the science of reading.

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.

Provisos 1.50 and 1A.47 of the 2025–26 Appropriations Act also permitted select schools to request a waiver to expend their reading coach funds on interventionists who spend 50 percent or more of their time providing direct support to struggling readers in grades kindergarten through grade five. Schools with one-third or more third grade students scoring Does Not Meet were not permitted to apply for the waiver.

Statewide Qualification Data

There are 699 state-funded reading coaches statewide for the 2025–26 school year as of November 2025. Qualifications and assignment data for the current year were provided by coaches and district staff in the Specific Parties Agreement as required by the MOA and through a survey of reading coaches conducted by the Office of Instructional Supports (OIS).

State Support for Reading Coaches

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).

Teacher support via reading/literacy coaches is especially necessary for the current statewide rollout of Science of Reading training for early educators. For more information, see the Science of Reading Professional Development section below.

State support for reading coaches has adapted to best meet the needs of students and staff statewide. Literacy Specialists from the Office of Instructional Supports (OIS) now offer tiered support to coaches that are based on the Multi-Tiered System of Supports (MTSS) model.

For more information on the SCDE’s ongoing support of literacy instruction and interventions statewide, see the [2024-2025 SC State Reading Plan](#).

State Support, 2019-20 to 2025-26

Beginning with the 2019–20 school year, Literacy Specialists (LSs) primarily supported schools in the Palmetto Literacy Project (PLP). PLP schools are those in which one third or more of third grade students scored at the lowest achievement level of DNM on SC READY ELA in 2017–18 and/or 2018–19.

Beginning with the 2020–21 school year, the OIS narrowed the focus of support to Tier 3 schools in the PLP. These are schools in which one-half or more of third-grade students scored DNM on SC READY ELA in 2018–19. All Tier 3 schools and primary feeder schools have an assigned LS who provides support to reading coaches and teachers through on-site and virtual coaching in addition to regional and state PLOs. Some LSs also support Tier 2 schools based on district request.

Beginning with the 2024-25 statewide rollout of professional learning aligned to the science of reading, the state Literacy Specialists transitioned to regional support. All reading coaches are supported by Literacy Specialists from the Office of Instructional Supports (OIS). Regional support continued into the 2025-26 school year.

Science of Reading Professional Development

To assist teachers and instructional staff in delivering research-based literacy instruction and interventions, the SCDE piloted Language Essentials for Teachers of Reading and Spelling (LETRS) literacy professional learning for 5,500 K–3 educators, coaches, and administrators in PLP schools. The LETRS training provides sustained, job-embedded professional development for Tier 2 and Tier 3 PLP schools. The first cohort of schools began LETRS training in August 2021, and currently two remaining LETRS pilot cohorts are engaged in on-going training.

From 2021-22 through 2022-23, approximately 5,100 educators participated in LETRS professional learning. The General Assembly approved funding in the 2023–24 budget to expand LETRS training statewide for eligible early literacy educators. Approximately 3,600 additional educators began the training. At the beginning of the 2024-25 school year, a total of 11,500 educators enrolled in Year one of LETRS training. During the 2025-26 school year, an additional 4,300 upper elementary and middle level SPED educators enrolled in LETRS training. For more information, please visit the following [South Carolina LETRS](#) initiative webpage.

K-5 Literacy Curriculum

During the 2020–21 school year, the SCDE conducted collaborative curriculum audits alongside reading coaches in Tier 3 PLP schools. The audit results indicated a statewide need for a high-quality, core curriculum, particularly in the early grades. The SCDE then requested materials from publishers in the areas of K–5 literacy, specifically those addressing the Science of Reading, and a team of local and state educators selected five approved curricula.

The SCDE provided one of the five approved K–5 base curricula at no cost to PLP schools. Schools selected a curriculum in January 2022 and began implementation and professional development in fall 2022.

In 2024, South Carolina took a significant step in enhancing its educational system by requiring elementary textbook vendors to align their curriculums with the science of reading in order to be considered for state-wide adoption. This move, aimed at improving literacy outcomes, focused on evidence-based practices for teaching reading, which emphasizes phonics, phonemic awareness, fluency, vocabulary, and comprehension. By mandating that textbooks adhere to these research-backed principles, educators are provided with the tools necessary to support early literacy development more effectively. A list of the textbooks that districts were permitted to select from can be found here: [State-Adopted List of Instructional Materials for ELA K-12](#).

Funding Allocation and Spending

For the eighth year, the state received more requests for reading coach funding than could be accommodated at the maximum reimbursement rates. Per Provisos 1.51 and 1A.47, 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 \$53,540 for each full-time position. Districts with vacant positions are still eligible to receive funding if they complete the hiring process.

Due to the full use of reading coach funds, there are currently no unallocated funds to go toward Summer Reading Camps.

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Appendix A: Excerpt from the Read to Succeed Act, Act 114

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. The department must publish guidelines that define the minimum qualifications for a reading coach. 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 1.50 (SDE: Reading/Literacy Coaches) and Proviso 1A.47 (SDE-EIA: Reading Literacy Coaches), 2024-25 Appropriations Act

(A) For the current fiscal year, of the funds appropriated for Reading/Literacy Coaches, the Department of Education shall retain up to \$14,000,000 to be expended for the Palmetto Literacy Project. The Department shall identify schools in the Palmetto Literacy Project that have one-third or more of its third-grade students scoring at the lowest achievement level on the statewide summative English language arts assessment. For each school identified and participating in the Palmetto Literacy Project in the prior school year, the Department of Education shall provide, at a minimum, the following support: provision of reading specialists, professional learning, and curriculum resources based on the science of reading. The reading specialist/coaches provided to the Palmetto Literacy Project schools shall be hired and evaluated annually by the Department of Education.

(B) The balance of funds appropriated to the Department for Reading/Literacy Coaches shall be allocated to school districts for schools not included in the Palmetto Literacy Project to support reading instruction and interventions which may include, but not be limited to, hiring reading/literacy coaches, interventionists, or professional development based on the science of reading. Expenditure of funding must be included in the district reading plan approved by the Department of Education.

(C) These funds 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.

(D) 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 except in the event that the district can request and receive a waiver from the Department of Education to expend the funds on interventionists who spend more than fifty percent of their time providing direct support to struggling readers in grades kindergarten through grade five. The school district must align the placement of coaches to the district reading plan that is approved by the department.

(E) 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, Title 59.

(F) 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.

(G) 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;
- (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.

(H) The Department of Education shall require:

- (1) any school district receiving funding 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 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) Any unspent or unallocated funds may be carried forward and expended for Summer Reading Camps.

Appendix C: 2025-26 Memorandum of Agreement

The SCDE distributed the following document to school districts in August 2025. Each superintendent's signature was required in order for a district to receive reading coach funding. Districts seeking waivers for funding flexibility noted this request in the Specific Parties Agreement form completed for each employee.

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 (Act 114) and Proviso 1.50 of the SC General Appropriations Bill for Fiscal Year 2025-26.

A reading/literacy coach is an instructional leader with expertise in the science of reading, evidence-based practices, and state standards, skilled in supporting educators as adult learners. They provide job-embedded, collaborative support—such as co-teaching, modeling, and data-driven conversations—to strengthen teaching and improve student literacy outcomes.

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.

For the 2025-26 school year, select schools may apply for a waiver to use their allocation towards a literacy interventionist (see Section VI).

This Memorandum of Agreement is due to the SCDE by September 8, 2025.

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 1.50 for FY 2025-26). For the 2025-26 school year, the Office of Finance expects the final allocation to be \$53,540.29 per coach. 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.

To **receive and 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 1.50 for FY 2025-26]. Reading/literacy 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/literacy 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/literacy coach shall:

- (a) model effective instructional strategies for teachers by working weekly with students in whole, and small groups, or individually (*i.e. The classroom teacher must remain in the room, actively observe, and stay engaged while the reading/literacy coach models a lesson. The intent is for the teacher to learn a new instructional skill through observation*);
- (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/literacy 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,

- ***NEW** – To build long-term literacy growth and to support compliance with Act 114, all principals assigned a state-funded reading/literacy coach are *required* to attend a beginning-of-year leadership webinar in partnership with their assigned coach. This joint session will review the expectations outlined in the MOA, clarify roles and responsibilities, and provide guidance for effective collaboration throughout the school year.
- The link for principals and reading/literacy coaches to register for the leadership webinar is in the *State Funded Reading/literacy coach Allocation and Agreement Memorandum*.
- **Please share this new requirement with your principals and reading/literacy coaches.**
- 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 provides information on the names, certification numbers, qualifications/endorsements, and email addresses of reading/literacy 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 2025-26 school year.
- *It is imperative to note that funds allocated for reading/literacy coaches are restricted solely to support the employment and work of individuals serving in the capacity of reading/literacy coaches, as defined by the Read to Succeed Act and aligned with the approved district reading plan. These funds **may not** be used for other instructional or non-instructional personnel, nor should they be repurposed for general staffing needs.*
- *Reading/literacy coaches must serve exclusively in that role and are not to be assigned duties outside the scope of their responsibilities as outlined in Act 114 and the SCDE guidance. This includes, but is not limited to, serving as general*

classroom teachers, test coordinators, administrative assistants, instructional coaches, interventionists (unless a waiver has been granted), or any other role not directly connected to the duties of a certified reading/literacy coach.

- *Districts found to be misallocating these funds or misusing coaches for duties outside the scope of literacy coaching may be subject to corrective action, including potential recapture of funds.*
- *The intent of this funding is to ensure focused, evidence-based reading instruction and support, which is critical to the long-term success of students and the integrity of the state's literacy efforts.*

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:

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.

Within these guidelines, the SCDE must assist districts in identifying a reading/literacy coach if 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. Scde Reading/Literacy Coach Institute For R2s Literacy Coach Endorsement

State-funded reading/literacy coaches are required to earn the R2S Literacy Coach Endorsement. Coaches may earn the endorsement through pre-approved college coursework or professional development. SCDE encourages coaches to earn the endorsement by taking "*Principles of Coaching*" and "*Action Research in Literacy Coaching*" through the SCDE's Reading/literacy coach Institute. This two-year professional learning sequence is designed to equip coaches with the foundational knowledge and applied skills essential to effective literacy coaching. Upon successful completion of both courses, the coach will earn the R2S Literacy Coach Endorsement. Course registration details will be included in a forthcoming memorandum.

Districts wishing to offer alternative R2S Literacy Coach Endorsement training will need to reach out to the Office of Instructional Supports (OIS) for next steps prior to August 19, 2025.

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 Literacy Coach Institute or pre-approved college coursework approved by the SCDE;
- Attend all literacy coach 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.

- Must attend quarterly SCDE Regional Coach Support Meetings (virtual during school hours).

VI. Literacy Interventionist Waiver

Districts must prioritize reading/literacy coach funds for certified reading/literacy coaches. Only schools where fewer than one-third of third graders scored Does Not Meet on the SC READY Reading assessment may request to use these funds for interventionists who spend more than fifty percent of their time providing direct support to struggling readers in grades kindergarten through grade five. Districts seeking a waiver for this allocation certify that their schools meet the necessary criteria for this funding flexibility.

VII. 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 as the original Memorandum of Agreement is signed and submitted. [Click here to access the survey](#). Districts with a large number of coaches/state funded interventionists may also choose to input the necessary data into this [spreadsheet](#) and email the completed form to mgibbons@ed.sc.gov.

VIII. 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 Main School Level, 2024-26

District Name	2025-26 District Total	2024-25 District Total	2023-24 District Total
Abbeville	5	5	4
Aiken	21	21	16
Allendale	1	1	1
Anderson 1	8	8	8
Anderson 2	4	4	4
Anderson 3	3	3	3
Anderson 4	4	4	4
Anderson 5	11	11	11
Bamberg	2	2	2
Barnwell	4	3	3
Beaufort	19	19	19
Berkeley	25	31	30
Calhoun	2	2	2
Charleston	47	53	50
Cherokee	9	9	8
Chester	6	6	6
Chesterfield	9	9	13
Clarendon	4	4	5
Colleton	5	5	5
Darlington	10	11	11
Dillon 3	1	1	1
Dillon 4	3	2	4
Dorchester 2	15	15	15
Dorchester 4	3	1	3
Edgefield	4	5	4
Erskine Charter	16	20	18
Fairfield	3	5	4
Florence 1	12	13	13
Florence 2	1	1	1
Florence 3	5	5	5
Florence 5	1	1	1
Georgetown	11	11	11
Greenville	54	54	51

District Name	2025-26 District Total	2024-25 District Total	2023-24 District Total
Greenwood 50	8	8	8
Greenwood 51	2	1	2
Greenwood 52	1	1	1
Hampton	6	8	6
Horry	32	32	31
Jasper	1	1	2
Kershaw	9	10	9
Lancaster	13	12	13
Laurens 55	6	5	6
Laurens 56	3	3	3
Lee	1	2	2
Lexington 1	18	18	17
Lexington 2	6	6	6
Lexington 3	2	2	1
Lexington 4	4	4	4
Lexington/ Richland 5	14	14	14
Limestone Charter Association	8	2	2
Marion	5	5	4
Marlboro	4	6	5
McCormick	1	1	1
Newberry	8	8	8
Oconee	10	10	9
Orangeburg	13	15	15
Pickens	14	14	14
Richland 1	27	29	27
Richland 2	24	25	23
Saluda	2	1	2
SC Charter School District	28	30	2
Spartanburg 1	6	6	6
Spartanburg 2	9	9	9
Spartanburg 3	3	4	3
Spartanburg 4	1	1	1

District Name	2025-26 District Total	2024-25 District Total	2023-24 District Total
Spartanburg 5	8	9	9
Spartanburg 6	9	9	9
Spartanburg 7	6	6	6
Sumter	15	15	15
Union	4	4	4
Williamsburg	5	4	5
York 1	6	6	6
York 2	6	6	6
York 3	13	15	14
York 4	12	11	11
<i>Total</i>	699	723	677

Source: District reporting of coaches and main school-level assignment to the SCDE.

Note: District placements are listed for all schools approved to receive funding as of November 2025. Schools who have not yet submitted required documentation are not listed here.

Appendix E: SC Coaching Competencies

The South Carolina Reading Coach Competencies exist to define what reading coaches should know and be able to do in order to ensure that all students comprehend grade-level texts. They provide guidance for the development of professional development or coursework related to the Read to Succeed Reading Coach Endorsement or Requirement. The competencies are aligned with instruction and intervention methods grounded in scientific research. They address the implementation of evidence-based classroom instruction, interventions, and progress monitoring for all students with specific considerations to meet the needs of students with reading difficulties, including those with characteristics of dyslexia. The Literacy Teacher Competencies focus on the six components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension), four types of assessment (screening, progress monitoring, diagnostic, summative), core instruction for all students (Tier 1), targeted interventions for students in need of supplemental support (Tier 2) and intensive interventions for students substantially below grade level in reading (Tier 3).

The South Carolina Literacy Reading Coach Competencies were written pursuant to Act 114 Section 59-155-170 of the S.C. Code: (A) The department shall establish a set of essential competencies describing what certified teachers in early childhood, elementary, middle and secondary levels, and special education must know and be able to do so that all students can comprehend grade-level texts. These competencies, developed collaboratively with the faculty of higher education institutions and based on the science of reading, must then be incorporated into the coursework required by Section 59-155-180. The department shall provide professional development courses to ensure that educators have access to multiple avenues of receiving endorsements.

Standard 1: Foundational Knowledge

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

Indicator 1.1

Understand the major theories of reading and writing processes and development.

Competencies:

The reading coach will be able to collaborate with and support instructional leaders and teachers as they...

- Identify major theories of reading and writing processes and development including *The Simple View of Reading* (Gough and Tumner 1986) and *Ehri's 4 Phases of Word Recognition* (Ehri 1996, 2014).

- Identify scientifically based reading models including *Scarborough's Reading Rope* (Scarborough, 2001) and *The Four-Part Processing Model for Word Recognition* (Seidenberg & McClelland, 1989).
- Explain language and reading development across early childhood and elementary years (e.g., word recognition, language comprehension) using supporting evidence from theory and research, including research about how the brain learns to read (Dehaene 2009; Landi et. Al 2013).
- Beginning with oral language, demonstrate an understanding of the developmental progression of reading and writing skills and strategies to assess and support individual student's development and learning across a continuum.
- Demonstrate an understanding that children learn about language through using language and communicating with others.

Indicator 1.2

Understand language and reading development across early childhood and elementary years, including the sequencing of skills that children can be expected to acquire as they develop as readers and writers.

Competencies:

The reading coach will be able to collaborate with and support instructional leaders and teachers as they...

- Apply foundations of oral language, reading, and writing development processes and components across an explicit, sequential, and systematic continuum.
- Apply explicit instructional practices that support reading and writing behaviors and align with scientifically based research.
- Explain how a strong child development knowledge base (including how oral and written language, close relationships with adults and peers, and opportunities to learn through play) supports student learning.
- Activate and build on students' background knowledge prior to reading and extension of existing background knowledge during and after reading.

Indicator 1.3

Understand the role of scientific research, comprehensive data, progress monitoring, and professional judgment in ensuring the reading development and achievement for all students.

Competencies:

The reading coach will be able to collaborate with and support instructional leaders and teachers as they...

- Use a Multi-Tiered System of Supports (MTSS) process to provide responsive teaching and targeted, explicit instruction for all students' reading and writing development using evidence-based instruction and intervention, comprehensive data, progress monitoring, and professional judgment.

Standard 2: Standards, Curriculum, and Instruction

Teachers use instructional approaches, materials, and an integrated, comprehensive, systematic and scientifically based curriculum to support student learning in reading and writing.

Indicator 2.1

Demonstrate an understanding of evidence-based instructional approaches and strategies to develop reading comprehension.

Competencies:

The reading coach will be able to collaborate with and support instructional leaders and teachers as they...

- Use the *South Carolina College- and Career- Ready (SCCCR) Standards for English-Language Arts (ELA)* to provide explicit instruction for Foundations of Literacy, Applications of Reading, Research, and Written and Oral Communications.
- Use the components of structured literacy to organize daily classroom schedules, routines and structures.
- Use the *Gradual Release of Responsibility* model (Pearson & Gallagher, 1983) to scaffold instruction.
- Provide explicit and systematic instruction in language comprehension processes including the underlying linguistic skills of:
 - background knowledge (facts, concepts, prior knowledge);
 - language structures (morphology and syntax);
 - vocabulary (knowledge about the meanings, uses, and pronunciation of words understood and used);

- verbal reasoning (inference, prediction, problem solving, compare/contrast, critical thinking, metalinguistics); and
- knowledge of print (knowledge of what to do with a book, genre specific knowledge, writing left to write, putting spaces between words, concepts of print, text structure, etc.).
- Provide explicit and systematic instruction in word recognition skills including:
 - phonemic and phonological awareness (phonemes, syllables, etc.);
 - phonics (alphabetic principle and letter to sound connections); and
 - sight recognition of familiar words (not the same thing as sight words which are memorized, but instant and automatic recognition).
 - knowledge of more advanced features of written language (word roots, prefixes, suffixes, word derivations, etc.) that readers and writers need to use as they process and create texts.
- Use different types of texts for specific purposes when teaching (e.g. decodable, authentic, complex)
- Provide opportunities for students to see, hear, and interact with oral and written language such as poetry, songs, rhymes, stories, and a variety of text and multimedia formats for a variety of purposes.
- Read various genres of interesting and conceptually rich stories to children.
- Support children in writing messages, stories, and informational texts using rich language (content vocabulary and literary language) to support the development of knowledge about spelling, word features, and written communication.
- Provide opportunities for students to be engaged in and create a variety of texts.
- Integrate the instruction of literacy across all content areas.
- Use a variety of instructional approaches to introduce and build new language and vocabulary across all content areas.
- Use mentor texts to note how authors demonstrate skills used for reading and writing.
- Model close reading as an instructional strategy: actively examining texts multiple times to grasp meaning and to realize how texts are constructed, read and reread

for multiple purposes, annotate texts, summarize, self-explain, and determine the significance of what was read.

- Teach children to pursue knowledge, gather information, and share what they learn.
- Build an accessible, multilevel, and diverse classroom library that contains traditional print, digital text, and audiobooks including poetry, songs, rhymes, and oral stories designed to promote literacy development in young children.

Indicator 2.2

Demonstrate an understanding of MTSS, including the types of instruction that should occur in Tier 1, Tier 2, and Tier 3, to support the needs of all learners, including students with disabilities, multilingual learners (MLs), and immigrant students.

Competencies:

The reading coach will be able to collaborate with and support instructional leaders and teachers as they...

- Provide evidence-based core instruction for all students (Tier 1), targeted interventions for students in need of supplemental support (Tier 2) and intensive interventions for students substantially below grade level in reading (Tier 3).
- Teach using whole group, small group, and individual student instruction.
- Use evidence-based tools to monitor the effectiveness of core instruction and interventions in language comprehension processes, word recognition skills, motivation, engagement, and writing.
- Adapt and accommodate instructional approaches and materials to meet the language- proficiency needs of all learners.
- Use data to individualize instruction for students with disabilities to the areas of the student's specific need.
- Ensure access to the general education curriculum that addresses grade level academic standards for students with disabilities, using universal design for learning as well as individualized accommodations and modifications listed in the Individual Education Plan (IEP).
- Gather formative and summative diagnostic data for students with disabilities to inform IEP goals, align and adjust instruction to student needs, and monitor progress toward IEP goals, as described in the IEP.

Indicator 2.3

Demonstrate an understanding of text complexity.

Competencies:

The reading coach will be able to collaborate with and support instructional leaders and teachers as they...

- Consider the appropriateness of complexity when selecting texts for whole and small group instruction.
- Be deliberate when selecting texts that fit the scope/sequence of academic standards. (When introducing a skill, consider using less complex text. Increase the complexity of text when a skill is being practiced or mastered.)
- Integrate texts from other content areas when appropriate.
- Select developmentally appropriate and progressively complex texts to help students build reading stamina.
- In small groups, differentiate instruction for students with reading difficulties by varying qualitative measures and reader/task considerations while keeping the Lexile level at or close to grade level expectations.
- Use texts that represent all learners.

Indicator 2.4

Demonstrate an understanding of varied instructional approaches and strategies to develop critical thinkers.

Competencies:

The reading coach will be able to collaborate with and support instructional leaders and teachers as they...

- Create an environment that emphasizes reading as a meaning making process where students think critically about text.
- Emphasize experiences in learning that help students explain concepts, summarize learning, present information, and become experts on topics that interest them.
- Provide opportunities for children to observe, question, search, record, and retrieve important information.

- Incorporate strategies to support the metacognitive thinking processes of students as they construct meaning from informational texts.
- Provide opportunities for students to read a variety of texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.
- Provide opportunities for students to read, interact, and respond to texts by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing text evidence, and investigating multiple interpretations.
- Provide opportunities for students to interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations as well as build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.

Indicator 2.5

Demonstrate an understanding of varied instructional approaches and strategies to develop oral language skills.

Competencies:

The reading coach will be able to collaborate with and support instructional leaders and teachers as they...

- Engage students in conversations that support the use and comprehension of inferential language.
- Explicitly engage students in developing narrative language skills.
- Support reading and writing by developing oral vocabulary through student discussion opportunities.
- Plan and provide daily opportunities for students to interact with others about their reading, writing, and thinking.
- Plan and provide a variety of opportunities to develop oral language users through experiences with poetry, songs, rhymes, stories, texts, multimedia formats and oral discussion.
- Create a trusting classroom context in which students have the opportunity to use oral language for authentic purposes.
- Develop instruction in language and vocabulary appropriate to the age and grade level of the students.

- Allow ample time for students to practice academic language through interaction with peers and provide support, as needed.
- Encourage the use of students' full linguistic repertoire.
- Utilize an understanding of varied cultural and linguistic context to maximize academic conversations and meaningful interaction.

Indicator 2.6

Demonstrate an understanding of varied instructional approaches and strategies to develop vocabulary skills.

Competencies:

The reading coach will be able to collaborate with and support instructional leaders and teachers as they...

- Teach vocabulary using evidence-based strategies within an explicit vocabulary routine.
- Recognize the importance of categorizing words by tiers and prioritizing Tier 2 words in instruction. (Beck et al. 2002)
- Consider students' background knowledge, community experiences, linguistic and cultural diversity, and familiarity with the vocabulary of the text when selecting words to be explicitly taught.
- Teach students to recognize and analyze word parts such as roots, prefixes, and suffixes (morphemic analysis) to support and expand knowledge and understanding of known and unknown words. (Baumann, Edwards, Font, Tereshinski, Kame'enui, & Olejnik, 2002)
- Teach students to self-monitor for unknown words and teach strategies such as using context clues and punctuation for inferring their meanings.
- Model language intentionally when speaking with students.
- Provide multiple exposures to new vocabulary.
- Teach academic vocabulary in the context of other reading activities.

Indicator 2.7

Demonstrate an understanding of varied instructional approaches and strategies to develop fluency skills.

Competencies:

The reading coach will be able to collaborate with and support instructional leaders and teachers as they...

- Explicitly teach students to read accurately, with appropriate rate, expression, and intonation.
- Use the gradual release of responsibility model (Pearson & Gallagher, 1983) to support and assist students with fluent reading.
- Provide opportunities for children to hear a range of texts read fluently.
- Provide opportunities for students to read chorally (choral reading), with a partner (partner reading), or on their own (independent reading).
- Provide opportunities for students to reread text.
- Recognize and systematically teach fluency at various levels (e.g. letter, word, phrase, sentence, paragraph).
- Model using punctuation to guide fluent reading.

Indicator 2.8

Multilingual learners and immigrant students must have opportunities to learn the target language, and teachers must differentiate and accommodate instruction to make content accessible and comprehensible for students to access grade-level content standards.

Competencies:

The reading coach will be able to collaborate with and support instructional leaders and teachers as they...

- Use knowledge of the WIDA English Language Development Standards Framework, 2020 Edition to support the needs of multilingual learner and immigrant students in all classrooms.
- Integrate and blend content and language instruction.
- Use student proficiency levels to guide language needs and growth.
- Differentiate and incorporate listening, speaking, reading, and writing throughout instruction.

- Know and understand how to support multilingual learners and immigrant students in learning to read in English.
- Incorporate accommodated materials for multilingual learners and immigrant students throughout content units and lesson plans that support and provide access to the core content.
- Use the gradual release of responsibility model (Pearson & Gallagher, 1983) to support and assist students.
- No matter the proficiency level, encourage students to represent their thinking and understanding of grade-level content standards (using their native language, translanguaging, writing, drawing, sentence frames, etc.).
- Design instruction incorporating multiple language modes (reading, writing, listening, speaking, and interaction).
- Utilize academic and cultural background knowledge from the students' first language to support students learning in the target language.
- Scaffold both interpretive and expressive academic language.
- Use native languages to leverage success in the target language and encourage parallel growth in both languages.
- Use diverse and multicultural texts.
- Incorporate appropriate strategies and accommodations to help students acquire proficiency in English by following Individualized Language Acquisition Plans (ILAPs) and collaborate with multilingual learner specialists/teachers to meet the language needs of students.
- Know and respect students, their backgrounds, their experiences, and their interests to develop culturally relevant curriculum.
- Include cultural representations of all students.
- Understand and use best practices that support multilingual learners and immigrant students (lesson preparation, building background, comprehensible input, strategies, meaningful interaction, practice and application, lesson delivery, review and assessment).

Indicator 2.9

Demonstrate an understanding of providing instructional support through technology.

Competencies:

The reading coach will be able to collaborate with and support instructional leaders and teachers as they...

- Enhance instruction, scaffold learning, and determine the effectiveness of instruction by using technology to meet the individual needs of students.
- Determine best practices during synchronous and asynchronous learning.

Standard 3: Assessment, Evaluation, and Progress Monitoring

Teachers use a range of ongoing formal and informal assessment tools and practices to plan, progress monitor, and evaluate student learning in reading and writing instruction.

Indicator 3.1

Understand types of assessments and their purposes, strengths, and limitations.

Competencies:

The reading coach will be able to collaborate with and support instructional leaders and teachers as they...

- Demonstrate an understanding of formal and informal assessments.
- Describe the strengths and limitations of assessment types and their appropriate uses (e.g., formative assessments vs statewide summative assessments).
- Identify the basic technical adequacy of assessments (e.g., reliability, validity, fairness).
- Demonstrate an understanding of intended score use and interpretation (e.g., norm- vs criterion-referenced).

Indicator 3.2

Select/develop and administer assessments for specific purposes.

Competencies:

The reading coach will be able to collaborate with and support instructional leaders and teachers as they...

- Administer assessments (classroom, school-based, state) using consistent, fair, and equitable procedures.

- Select or develop formative assessment tools such as: rubrics, observations, surveys, anecdotal notes, specific skill/strategy to monitor student progress and to guide instructional decision making.
- Systematically monitor students' progress using screening, diagnostic, progress monitoring, and summative assessments.
- Develop and implement a variety of culturally and linguistically appropriate assessments that include the use of authentic and dynamic assessment data points during lessons, at the end of lessons, and at the end of units.

Indicator 3.3

Demonstrate an understanding of student performance on screening, progress monitoring, diagnostic, and summative assessment tools.

Competencies:

The reading coach will be able to collaborate with and support instructional leaders and teachers as they...

- Use various types of assessment (screening, progress monitoring, diagnostic, summative) for their intended purposes.
- Collaborate and co-create standards-based learning goals with students using assessment data to promote student self-reflection.
- Interpret and use assessment data to analyze individual, group, and classroom performance and progress to inform instruction.
- Use the MTSS process to analyze multiple sources of data to make instructional decisions for whole group, small group, and individual student learning goals.
- Use multiple sources of data to respond to students' needs by developing relevant next steps for teaching.
- Collaborate with other reading professionals to modify instruction and to plan and evaluate interventions based on assessment data.
- Use assessment data based on strengths and needs to plan instruction and to select appropriate traditional print, digital text, and audiobooks, and online reading resources.
- Use assessment data to reflect on teaching as well as student learning, where appropriate.

Indicator 3.4

Demonstrate an understanding of assessment results to communicate and explain implications to all stakeholders (administrators, parents, teachers, community) to advocate for effective literacy practices.

Competencies:

The reading coach will be able to collaborate with and support instructional leaders and teachers as they...

- Provide substantive and dynamic feedback to students, families, and vested others.
- Communicate regularly and provide feedback to students and families on overall performance, progress toward the SCCCR Standards.
- Explain district and state assessments, proficiency standards, and/or student benchmarks to all stakeholders.
- Collect samples of student work, photographs, anecdotal records, assessments, etc., to provide a history of student growth.
- Interpret patterns in students' data.
- Set goals across content areas and literacy improvement initiatives to enhance instruction.

Standard 4: Literacy Perspectives

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

Indicator 4.1

Collaborate with instructional leaders to develop reading and writing instruction that is responsive to all students.

Competencies:

The reading coach will be able to collaborate with and support instructional leaders and teachers as they...

- Embed perspectives of those with individual differences within instruction.

- Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources that provide diverse perspectives.
- Teach students how respecting individual differences strengthens a literate society, making it more productive, more adaptable to change and more equitable.

Indicator 4.2

Demonstrate an understanding of how individual differences influence reading and writing development.

Competencies:

The reading coach will be able to collaborate with and support instructional leaders and teachers as they...

- Engage in professional learning on how personal beliefs impact reading and writing development.
- Apply knowledge of students' backgrounds and incorporate this knowledge into the curriculum and/or instruction.
- Recognize the ways in which personal beliefs interact with reading and writing development.

Indicator 4.3

Demonstrate an understanding of how issues within and outside of literacy teachers' immediate classrooms influence their students.

Competencies:

The reading coach will be able to collaborate with and support instructional leaders and teachers as they...

- Recognize the multiple influences of culture and environment on student learning.

Indicator 4.4

Demonstrate an understanding of contextual influences on language and literacy development (e.g. community, home, socioeconomic status, language, parent/guardian education level).

Competencies:

The reading coach will be able to collaborate with and support instructional leaders and teachers as they...

- Include and engage families and the community in classroom life.
- Design communication systems and offer parent/guardian workshops so parents are aware of how they can support their child.
- Identify the unique perspectives of individuals from urban, suburban, and rural communities through linguistic, academic and cultural experiences.

Indicator 4.5

Demonstrate an understanding that varying dialects are well-developed linguistic systems that are rule governed.

Competencies:

The reading coach will be able to collaborate with and support instructional leaders and teachers as they...

- Apply knowledge of how home languages (code switching between home language and standard English) influence reading and writing development.
- Recognize the relationship between first and second language acquisition and literacy development.

Indicator 4.6

Demonstrate an understanding that multilingual learners have a wide variety of educational and cultural experiences as well as linguistic differences.

Competencies:

The reading coach will be able to collaborate with and support instructional leaders and teachers as they...

- Create an inclusive environment that values the assets that each student brings to the community.
- Differentiate and accommodate instruction to meet the needs of multilingual learners.
- Emphasize characteristics of multilingual learners that may influence their success in school.

Indicator 4.7

Demonstrate an understanding of the wide range of abilities that students have within a classroom, which includes those who receive services from special education.

Competencies:

The reading coach will be able to collaborate with and support instructional leaders and teachers as they...

- Differentiate instruction to meet the needs of all students.
- Use multiple sources of information to develop a comprehensive understanding of students' strengths and needs.
- Teach cognitive and metacognitive strategies to support learning and independence.

Standard 5: Literate Environment

Teachers create a literate environment that fosters reading and writing by providing space for differentiated instructional practices, integrating foundational knowledge, and using appropriate instructional practices and materials to support readers and writers.

Indicator 5.1

Demonstrate an understanding of optimizing physical space for independent and group instruction and practice.

Competencies:

The reading coach will be able to collaborate with and support instructional leaders and teachers as they...

- Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.

Indicator 5.2

Recognize the importance of an emotionally safe environment.

Competencies:

The reading coach will be able to collaborate with and support instructional leaders and teachers as they...

- Promote an environment that encourages risk-taking and includes choice, relevant to student interests.
- Include opportunities for community building (i.e., morning meetings, share time, read aloud, collaboration).
- Provide frequent opportunities for students to share and talk with each other about their learning as they read and write across content areas.
- Create a trusting community by intentionally knowing students and helping them know, communicate, and interact with one other (centers, drama, classroom libraries, etc.) as language learners, readers, and writers.
- Organize content so that it is personally meaningful, relevant and intellectually engaging to all students.
- Develop learning experiences where curiosity and exploration are valued.
- Reinforce and reward effort.
- Plan and provide learning environments that address all domains of child development: social, emotional, language, cognitive, and physical.

Indicator 5.3

Demonstrate an understanding that high engagement during reading requires access to texts, time to read, reading success to promote agency, and a supportive literacy-rich environment.

Competencies:

The reading coach will be able to collaborate with and support instructional leaders and teachers as they...

- Provide an environment that ensures student access to traditional print and digital text.
- Provide access to a classroom library that is inviting, well organized, and representative of a variety of genres, cultural backgrounds, and interests.
- Create an environment for children to engage independently in reading, writing, speaking, and listening daily.
- Develop and use routines to provide and maintain positive learning environments for reading and writing instruction.

- Ensure that students consistently experience success with texts, so they develop a positive identity as a reader.

Standard 6: Professional Learning, Professional Reflection, and Collaboration

Teachers improve their knowledge and practice through a recursive process of professional learning and reflecting.

Indicator 6.1

Develop an understanding of the importance of pursuing professional learning and knowledge by engaging in opportunities to learn from research, colleagues, and students.

Competencies:

The reading coach will be able to...

- Apply learning from professional inquiry and research.

Indicator 6.2

Demonstrate an understanding that collaborating with educators is important to professional growth.

Competencies:

The reading coach will be able to...

- Lead, participate in, and collaborate with educators within Professional Learning Communities (PLCs).
- Lead and participate in Professional Learning Opportunities (PLOs) (e.g. conferences, classroom observations, webinars, book studies).
- Collaborate with instructional leaders and colleagues to lead or participate in PLCs to deconstruct SCCCR Standards for ELA to determine curriculum adjustments and modifications needed to support student achievement.
- Collaborate with instructional leaders and colleagues to lead or participate in professional learning communities to create daily lesson plans and long-range curriculum plans.
- Select and apply appropriate methods (e.g., co-planning, collaborative teaching, modeling, etc.) to support effective teacher practice and growth.

- Identify and apply scaffolding strategies that address the strengths and needs of individual teachers (e.g., differentiation of coaching support based on strengths and areas of growth).
- Identify and apply appropriate strategies and resources for planning, facilitating and evaluating professional learning aligned with school and district goals.

Indicator 6.3

Demonstrate an understanding of the importance of reflecting on the effectiveness of instructional practices and assessments.

Competencies:

The reading coach will be able to collaborate with and support instructional leaders and teachers as they...

- Reflect on student progress towards learning goals and expectations to make instructional decisions.
- Collaborate with other teachers and support personnel to respond to students' specific needs, based on data.
- Demonstrate effective use of technology as an instructional practice for improving student learning.
- Use SCCCR Standards and formative assessments to make informed decisions on evidence-based instructional approaches and strategies for instruction.

Indicator 6.4

Demonstrate an understanding of displaying professionalism when interacting with all stakeholders.

Competencies:

The reading coach will be able to collaborate with and support instructional leaders and teachers as they...

- Demonstrate professionalism on technology and social media platforms.
- Work collaboratively with families, colleagues, and community members to support students' reading and writing growth.
- Identify personal attitudes toward family involvement.

- Acquire knowledge of why families may or may not participate in school activities.
- Recognize that engagement may look different for each family.
- Develop strategies to involve families in a way that is comfortable and accessible for them to be involved.
- Design communication systems and offer workshops so that families are aware of how they can support their student(s) as a reader.
- Ensure the communication system includes translation and interpretation services as needed.
- Invite families into the classroom to share their expertise.

Indicator 6.5

Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.

Competencies:

The reading coach will be able to...

- 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 learning opportunities and communities.
- Demonstrate active listening, reflective questioning, and explicit feedback that moves teaching practice forward, supports goal-setting, and builds trustworthiness.
- Demonstrate the ability to effectively coach individuals and groups of teachers (e.g., for planning, goal-setting and reflective problem solving), work collaboratively with teachers and administrators, and facilitate group meetings.