

## **Roles and Responsibilities of the School-Based Read to Succeed Reading Coach**

The SCDE requires and the District agrees that the Reading Coach will assist teachers in ensuring that all teachers are teachers of reading and implement effective literacy strategies. Specifically, the District will ensure that the Reading Coach performs the following tasks and provides the following services in accordance with his or her employment with the District:

- Participate in the SCDE SC Reading Coach Institute (Reading Coach Professional Development Series) or an SCDE- approved alternative coach program. See requirements for SCDE-approved coach programs in section VI. During the series, participants will (but are not limited to)
  - attend all monthly sessions;
  - attend all virtual meeting/training sessions;
  - Meet monthly with administration to discuss progress (review data), issues, and concerns.
- Assist with the development of the school's Reading Plan.
- Model effective instructional strategies for teachers by working weekly with students in whole/small groups or individually. (Reading Coaches will use the teacher's students he or she is working with to model these strategies.)
- Facilitate study groups.
- Train teachers in data analysis and the use of data to differentiate instruction.
- Coach and mentor colleagues.
- Provide daily support to classroom teachers.
- Work with teachers to ensure that research-based reading strategies are implemented with fidelity.
- Help lead and support reading leadership teams at his or her school.
- Work with all teachers (content teachers and elective areas) in the school he or she serves, prioritizing time for those teachers, activities, and roles that will have the greatest impact on student achievement, namely coaching and mentoring in classrooms.

The District will ensure that the Reading Coach will **NOT** be assigned a regular classroom teaching assignment;

- perform administrative functions that will confuse their role for teachers;
- devote a significant amount of time to administering or coordinating assessments;
- observe teachers for the educator's evaluation; or
- serve as an interventionist.

