**South Carolina Reading Coach Institute**

Year 1 Principles of Coaching

The training and equipping of South Carolina’s literacy coaches will be a multifaceted, two-year learning immersion. Year one will begin by exploring and using guiding principles for elementary literacy coaches for instructional improvement and increased student achievement as we collaborate with teachers.

# Overview

Accountability mandates, such as, the amended Read to Succeed Act 114, and Act 213, Multi-Tiered System of Supports (MTSS), highlight the goals of high-quality implementation of research- based instructional practices and techniques in reading and writing to ensure success for all students in South Carolina. Educators are encouraged to reflect on and analyze student data consistently and collaboratively. In order to meet the challenges being faced, schools are encouraged to restructure their professional development plans by providing faculty members with opportunities for collaborative inquiry, reflection, and dialogue to increase student achievement and close academic gaps in learning. Coaching produces the ongoing support and collaboration educators desire to refine their teaching practices and positively impact student learning.

The amended R2S Act 114, or R2S, was enacted to ensure that all students in the state of South Carolina receive high-quality instruction in reading and writing to be college or career ready when they graduate from high school. T. Whittaker (2013) found in his research that “great teachers have high expectations for students and even higher expectations for themselves.” High expectations and expertly tailored teaching and learning are the keys to student achievement. To ensure that practicing teachers possess the knowledge and skills necessary to be effective, R2S and MTSS ensure that each reading coach will provide embedded and ongoing professional development to teachers based on student assessment data. To be effective reading coaches, these professionals must continue their learning in the field of literacy and coaching. The year one Principles of Coaching course provides professional development credit for South Carolina’s reading coaches, leading to the Read to Succeed endorsement for a Literacy Coach.

# Course Description

This course is designed to support first-year reading coaches in research-based coaching practices that support strong Tier 1 instruction and drive professional learning in South Carolina’s schools and districts. Coaching provides job-embedded, ongoing professional development to enhance classroom literacy instruction through improving teacher expertise. Developing a system and culture for coaching continues to produce proven results in educator effectiveness and student achievement. Effective coaching supports teachers in successfully navigating the daily changes they face in their classrooms. As a result, instructional capacity and sustainability increase. In addition, student achievement increases by improving teacher expertise and the quality of core instruction.

# Research Rationale

According to the International Literacy Association (2017), the primary role of a reading coach is "to work with individuals and groups of teachers and to facilitate schoolwide improvement of literacy teaching and learning." Coaches must understand the processes of coaching, professional learning, organizational leadership, and assessment, all while working to establish credibility, trusting relationships, and the ability to work collaboratively with others. Coaching is non- threatening and supportive, not evaluative.

The Year 1 Principles of Coaching course is designed to increase coaches' expertise and ability according to standards of coaching for instructional improvement and student achievement. The International Literacy Association's Standards for Preparation of Literacy Professionals (2017) defines guiding principles for coaching. These guiding principles include pedagogical and foundational knowledge related to literacy acquisition, development, and instruction, participating in a collaborative process of inquiry that facilitates teacher reflection, decision making, and problem-solving, and supporting teachers in becoming proficient with specific instructional approaches.

# Course Outcomes

* Interpret foundational theories of coaching to include adult learning, adult development, and teacher change process
* Understand the coach’s role and responsibilities as specialist, facilitator, collaborator, leader, data coach, and catalyst for change emerging from literature and research on coaching
* Facilitate open, reflective conversations utilizing the power of appreciative inquiry, committed listening, and non-judgemental / non-evaluative feedback
* Develop coaching structures, strategies, and tools designed to support a strengths-based coaching process
* Use data, observation, and analysis of student/teacher interaction to deepen the understanding of teachers, improve instruction, and inform coaching work
* Plan and facilitate professional learning opportunities based on the assessed needs of students and teachers through the lens of MTSS

# Attendance and Other Policies

As professionals in a community of learners it is imperative that certain protocols are in place. This course is for credit and it is paramount that your professionalism exhibits excellence at all times. Therefore, please adhere to the following:

* Attend all sessions\*
* Cameras should be on at all times. A disabled camera will result in an absence.
* Join, participate, and collaborate during assigned breakout rooms
* Participants should not be in other meetings, pulling small groups, etc. when in the session. The expectation is to be present the ENTIRE time.

Failure to adhere to any of these requirements will result in receiving an absence for that session. If there is an unforeseen circumstance, please let your facilitator know. Keep in mind that after one (1) absence, the participant will be withdrawn from the class.

\*with the exception of FMLA or approved medical leave

# Texts and Reading

Reading Coaches are expected to make a professional investment in the following text in order to participate:

***Better Conversations*: Coaching Ourselves and Each Other to be More Credible, Caring, and Connected (2015) by Jim Knight**

***Moves for Launching a New Year of Student-Centered Coaching* (2023) by Diane Sweeney, Leanna S. Harris, & Julie Steele**

Additional reading material in this course will be provided to participants during the learning. A list of theorists and practitioners is included in the course if the participant is interested in continued reading. The following is a suggested list:

*An Introduction to Coaching Skills: A Practical Guide by Christian Van Neiuwerburgh*

*Building Teachers’ Capacity for Success: A Collaborative Approach for Coaches and School Leaders by Pete Hall & Alisa Simeral*

*Coaching Conversations: Transforming Your School One Conversation At a Time (2nd Edition) by Linda M. Gross Cheliotes & Marceta F. Reilly*

*Collective Efficacy: How Educators’ Beliefs Impact Student Learning by Jenni Donohoo*

*Integrated Multi-Tiered Systems of Support: Blending RTI and PBIS by Steve Goodman & Kent McIntosh*

*No More Random Acts of Literacy Coaching by Erin Brown and Susan L’Allier*

*Read, Write, Lead: Breakthrough Strategies for Schoolwide Literacy Success by Regie Routman*

*Student-Centered Coaching: A Guide for K–8 Coaches and Principals (3rd Edition) by Diane Sweeney*

*Student-Centered Coaching: The Moves (1st Edition) by Diane Sweeney*

*The Coaching Habit: Say Less, Ask More & Change the Way You Lead Forever by Michael Bungay Stanier*

*The Impact Cycle: What Instructional Coaches Should Do to Foster Powerful Improvements in Teaching (1st Edition) By Jim Knight*

*The Reading Specialist: Leadership and Coaching for the Classroom, School, and Community by Rita Bean*

*The Definitive Guide to Instructional Coaching: Seven Factors for Success by Jim Knight*

*The Art of Coaching Teams: Building Resilient Communities that Transform Schools by Elena Aguliar*

# Delivery Method

This course will be delivered through a **virtual model** of professional development accompanied by assignments in which coaches will be reading and responding to articles and videos, collaborating with colleagues, implementing key coaching practices, completing coaching modules and MTSS modules, and writing explanations and reflections based on the application of new practices from reading coach coursework and professional reading. During the course, each coach will create and maintain a coaching notebook that will be used to deepen his or her professional learning and house artifacts collected from the application of practices. This notebook may be traditional paper or digital.

# Year 1 Principles of Coaching Topics and Learning Targets

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| **Topics** | **Learning Targets** | [**SC Reading Coach**](https://ed.sc.gov/instruction/early-learning-and-literacy/literacy-specialists-and-coaches/south-carolina-literacy-competencies/sc-literacy-competencies-for-reading-coaches/)[**Standards**](https://ed.sc.gov/instruction/early-learning-and-literacy/literacy-specialists-and-coaches/south-carolina-literacy-competencies/sc-literacy-competencies-for-reading-coaches/) | **Preview to Formative Assessments & Artifacts** |
| **Appreciative Inquiry: Strengths- Based Coaching** | I can utilize the 8 Assumptions of Appreciative Inquiry as a standard within my position as a coach. | Standard 6: Professional Learning, Professional Reflection, and Collaboration | Reflection in Coaching Notebook  Active Participation |
| **Reading Coach Roles and Responsibilities** | I can define my role and responsibilities as a coach according to the MOA. | Standard 1: Foundational Knowledge  Standards 2: Standards, Curriculum, and Instruction  Standard 3: Assessment, Evaluation, and Progress Monitoring  Standard 4: Literacy Perspectives  Standard 5: Literate Environment  Standard 6: Professional Learning, Professional Reflection, and Collaboration | Reflection in Coaching Notebook  Active Participation |
| **Adult Learning Theory &** | I can apply what is known about Adult Learning Theory and Generational Cohorts to plan | Standard 6: Professional Learning, Professional Reflection, and Collaboration | Reflection in Coaching Notebook  Active Participation |

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| **Generational Differences** | effective coaching models, practices, and professional development. | Standard 4: Literacy Perspectives  Standard 6: Professional Learning, Professional Reflection, and Collaboration | Article Analysis & Activities |
| **The Partnership Approach & Principles: Strengthening the Coaching Impact** | I can adopt effective partnership principles that guide my work with teachers to maximize student impact. | Standard 3: Assessment, Evaluation, and Progress Monitoring | Reflection in Coaching Notebook  Active Participation Goal Setting Activity |
| **Principal and Coach Partnership** | I can reflect and create an action plan for strengthening the principal coach partnership. | Standards 2: Standards, Curriculum, and Instruction  Standard 5: Literate Environment  Standard 6: Professional Learning, Professional Reflection, and Collaboration | Reflection in Coaching Notebook  Active Participation  Article & Video Analysis  Revisit Principal and Coach Partnership  Create Action Plan |
| **Committed Listening: A Critical Skill for Effective Communication** | I can identify my personal listening habits and explore the components of committed listening. I can determine how unproductive listening patterns negatively affect interactions with others and discover the power of committed listening to all levels of an organization. | Standard 1: Foundational Knowledge | Reflection in Coaching Notebook  Active Participation  Article & Video Analysis  Listening Skills Self Assessment & Goal Setting |

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| **The Coaching Cycle** | I can develop an understanding of the critical components of a quality coaching cycle based on current research. | Standard 3: Assessment, Evaluation, and Progress Monitoring  Standard 6: Professional Learning, Professional Reflection, and Collaboration | Reflection in Coaching Notebook  Active Participation |
| **The Pre-Conference Conversation - Clarifying Goals, Success Indicators, and Approach** | I can determine the essential components of a pre-conference conversation, examine a pre- conference for effectiveness, create a pre-conference question structure, and practice a pre- conference. | Standard 3: Assessment, Evaluation, and Progress Monitoring  Standard 6: Professional Learning, Professional Reflection, and Collaboration | Reflection in Coaching Notebook  Active Participation  Article & Video Analysis  Create a Question Structure and Practice a Pre- Conference Conversation |
| **Collaborative Work with Teachers: 7 Norms** | I can determine the norms necessary to partner, interact, communicate, and learn with teachers in authentic and rewarding ways. | Standards 2: Standards, Curriculum, and Instruction | Reflection in Coaching Notebook  Active Participation  Article & Video Analysis  Goal Setting |
| **Coaching in a Classroom: 6 Moves** | I can determine which coaching moves (or strategies) I will implement to best support teachers in reaching their goal. | Standard 4: Literacy Perspectives | Reflection in Coaching Notebook  Active Participation  Article & Video Analysis |

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| **Building Trust: 5 Critical Factors** | I can identify the qualities and importance of building and sustaining trust as the foundation of a coaching partnership. | Standard 5: Literate Environment  Standard 6: Professional Learning, Professional Reflection, and Collaboration | Reflection in Coaching Notebook  Active Participation  Article & Video Analysis  Self Assessment & Goal Setting |
| **Schedule Analysis and Level of Coaching Intensity** | I can analyze information from the *MOA, Standard 6 in the R2S Coaching Competencies,* and common scheduling task areas of a coach to inform my scheduling, coaching work, and level of coaching intensity. | Standard 5: Literate Environment  Standard 6: Professional Learning, Professional Reflection, and Collaboration | Reflection in Coaching Notebook  Active Participation  Article & Video Analysis  Self Assessment & Goal Setting |
| **The Post Conference Conversation: Promoting Reflection and Supporting Change** | I can determine the essential components of a post conference conversation, examine a post conference for effectiveness, create a post conference question structure, and practice a post conference. | Standard 3: Assessment, Evaluation, and Progress Monitoring  Standard 6: Professional Learning, Professional Reflection, and Collaboration | Reflection in Coaching Notebook  Active Participation  Article & Video Analysis  Create a Question Structure and Practice a Post Conference Conversation |
| **Better Conversations: Becoming more Credible, Caring, and Connected** | I can identify, align, and apply what I believe about coaching conversations in my dialogue with teachers. | Standard 4: Literacy Perspectives | Reflection in Coaching Notebook  Active Participation  Self Assessment & Goal Setting |

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| **Solution-Focused, Growth Conversation Model** | I can practice and apply the solution-focused, growth conversation model within my coaching work. | Standard 3: Assessment, Evaluation, and Progress Monitoring  Standard 4: Literacy Perspectives  Standard 6: Professional Learning, Professional Reflection, and Collaboration | Reflection in Coaching Notebook  Active Participation  Practice of GROWTH  Coaching Conversation Model |
| **Introduction SCDE MTSS & Growing the Understanding of Tiered Instruction** | I can locate MTSS information on the SCDE website and use the following resources at my school:  [MTSS Quick Start Guide](https://ed.sc.gov/instruction/early-learning-and-literacy/multi-tiered-system-of-supports-mtss/mtss-state-reporting/mtss-quick-start-guide/)  [SC MTSS Framework and](https://ed.sc.gov/instruction/early-learning-and-literacy/multi-tiered-system-of-supports-mtss/mtss-state-reporting/mtss-framework-and-guidance-document/) [Guidance Document](https://ed.sc.gov/instruction/early-learning-and-literacy/multi-tiered-system-of-supports-mtss/mtss-state-reporting/mtss-framework-and-guidance-document/)  [MTSS Overview Presentation](https://ed.sc.gov/instruction/early-learning-and-literacy/multi-tiered-system-of-supports-mtss/)  I can guide my school MTSS Team in reflecting on our current processes and evaluate our school’s MTSS implementation and action plan based on results. | Standard 1: Foundational Knowledge  Standards 2: Standards, Curriculum, and Instruction  Standard 6: Professional Learning, Professional Reflection, and Collaboration | Reflection in Coaching Notebook  Active Participation  Article & Video Analysis  Completion of Monthly MTSS Inquiry Modules & Artifacts  Ongoing Reflection of current MTSS Processes  Action Planning, Monitoring, and Sustaining MTSS |
| **Introduction to Dyslexia & SCDE Dyslexia Handbook** | I can grow my knowledge of dyslexia and reference the SCDE Dyslexia Handbook as a support and resource in my work as a Reading Coach. | Standard 1: Foundational Knowledge  Standards 2: Standards, Curriculum, and Instruction  Standard 4: Literacy Perspectives  Standard 6: Professional Learning, Professional Reflection, and Collaboration | Reflection in Coaching Notebook  Active Participation |

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| **Year One Principles of Coaching**  **Standards and Competencies**  **Updated 7.3.2025** | |
| **Topic** | **Standards & Competencies** |
| **Appreciative Inquiry: Strengths Based Coaching**  The reading coach will be able to collaborate with and support instructional leaders and teachers as they: | Standard 6: Professional Learning, Professional Reflection, and Collaboration  6.5.a. Use literature and research findings about adult learning, organizational change, professional development, and school culture in working with teachers and other professionals.  6.5.b. Use knowledge of students and teachers to build effective professional learning opportunities and communities. SC Literacy Competencies for Reading Coaches Page 21 Revised May 2024  6.5.c Demonstrate active listening, reflective questioning, and explicit feedback that moves teaching practice forward, supports goal-setting, and builds trustworthiness.  6.5.d 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. |
| **Reading Coach Roles and Responsibilities**  The reading coach will be able to collaborate with and support instructional leaders and teachers as they: | 1.1.e. Demonstrate an understanding that children learn about language through using language and communicating with others.  1.2.b. Apply explicit instructional practices that support reading and writing behaviors and align with scientifically based research.  1.3.a. 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.  2.1.a 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.  2.2.a 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).  2.2.c Use evidence-based tools to monitor the effectiveness of core instruction and interventions in language comprehension processes, word recognition skills, motivation, engagement, and writing.  2.2.d Adapt and accommodate instructional approaches and materials to meet the language proficiency needs of all learners.  3.3.c Interpret and use assessment data to analyze individual, group, and classroom performance and progress to inform instruction.  3.3.d Use the MTSS process to analyze multiple sources of data to make instructional decisions for whole group, small group, and individual student learning goals.  3.3.g 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.  3.3.h Use assessment data to reflect on teaching as well as student learning, where appropriate.  4.1.b Provide differentiated instruction and instruction practices materials that provide diverse perspectives.  4.7a Differentiate instruction to meet the needs of all students.  5.2a. Promote an environment that encourages risk-taking and includes choice, relevant to student interests.  5.3b Provide access to a classroom library that is inviting, well organized, and representative of a variety of genres, cultural backgrounds, and interests.  5.3c Create an environment for children to engage independently in reading, writing, speaking, and listening daily.  6.2a After completing this session, literacy coaches will lead, participate in, and collaborate with educators within Professional Learning Communities.  6.2b Lead and participate in Professional Learning Opportunities.  6.2e Select and apply appropriate methods (e.g., co-planning, collaborative teaching, modeling, etc.) to support effective teacher practice and growth.  6.2f 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).  6.3a Reflect on student progress towards learning goals and expectations to make instructional decisions.  6.3b Collaborate with other teachers and support personnel to respond to students’ specific needs, based on data. |
| **Adult Learning Theory** | 6.2a After completing this session, literacy coaches will lead, participate in, and collaborate with educators within Professional Learning Communities.  6.2b Lead and participate in Professional Learning Opportunities.  6.2e. Select and apply appropriate methods (e.g., co-planning, collaborative teaching, modeling, etc.) to support effective teacher practice and growth.  6.2f. 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).  6.3a. Reflect on student progress towards learning goals and expectations to make instructional decisions. |
| **Generational Differences** | 4.1.b Provide differentiated instruction and instruction practices materials that provide diverse perspectives.  4.2.a Engage in professional learning on how personal beliefs impact reading and writing development.  6.2e. Select and apply appropriate methods (e.g., co-planning, collaborative teaching, modeling, etc.) to support effective teacher practice and growth.  6.2f. 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). |
| **The Partnership Approach & Principles: Strengthening the Coaching Impact** | 3.3.c Interpret and use assessment data to analyze individual, group, and classroom performance and progress to inform instruction.  3.3.d Use the MTSS process to analyze multiple sources of data to make instructional decisions for whole group, small group, and individual student learning goals. |
| **Principal and Coach Partnership** | 2.1.a 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.  2.2.a 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).  5.3.b. Provide access to a classroom library that is inviting, well organized, and representative of a variety of genres, cultural backgrounds, and interests.  5.3.e. Ensure that students consistently experience success with texts, so they develop a positive identity as a reader.  6.2.b Lead and participate in Professional Learning Opportunities.  6.3a. Reflect on student progress towards learning goals and expectations to make instructional decisions. |
| **Committed Listening: A Critical Skill for Effective Communication** | 1.1.e Demonstrate an understanding that children learn about language through using language and communicating with others.  1.2.b Apply explicit instructional practices that support reading and writing behaviors and align with scientifically based research.  1.3.a 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. |
| **The Coaching Cycle** | 3.2.b 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.  3.3. c Interpret and use assessment data to analyze individual, group, and classroom performance and progress to inform instruction.  3.4.e Interpret patterns in students’ data.  3.4.f Set goals across content areas and literacy improvement initiatives to enhance instruction  6.2e. Select and apply appropriate methods (e.g., co-planning, collaborative teaching, modeling, etc.) to support effective teacher practice and growth.  6.2f. 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).  6.3a. Reflect on student progress towards learning goals and expectations to make instructional decisions.  6.3b. Collaborate with other teachers and support personnel to respond to students’ specific needs, based on data. |
| **The Pre-Conference Conversation - Clarifying Goals, Success Indicators, and Approach** | 3.2.b 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.  3.3. c Interpret and use assessment data to analyze individual, group, and classroom performance and progress to inform instruction.  3.4.e Interpret patterns in students’ data.  3.4.f Set goals across content areas and literacy improvement initiatives to enhance instruction  6.2e. Select and apply appropriate methods (e.g., co-planning, collaborative teaching, modeling, etc.) to support effective teacher practice and growth.  6.2f. 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).  6.3b. Collaborate with other teachers and support personnel to respond to students’ specific needs, based on data. |
| **Collaborative Work with Teachers: 7 Norms** | 2.1.a 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.  2.2.d Adapt and accommodate instructional approaches and materials to meet the language proficiency needs of all learners. |
| **Coaching in a Classroom: 6 Moves** | 4.1.b Provide differentiated instruction and instruction practices materials that provide diverse perspectives.  4.2.a Engage in professional learning on how personal beliefs impact reading and writing development.  4.2 b. Apply knowledge of students' backgrounds and incorporate this knowledge into the curriculum and/or instruction.  4.2 c. Recognize the ways in which personal beliefs interact with reading and writing development.  4.7.a Differentiate instruction to meet the needs of all students. |
| **Building Trust: 5 Critical Factors** | 5.2 a. Promote an environment that encourages risk-taking and includes choice, relevant to student interests.  5.3 c. Create an environment for children to engage independently in reading, writing, speaking, and listening daily.  5.3 d Develop and use routines to provide and maintain positive learning environments for reading and writing instruction.  6.2a After completing this session, literacy coaches will lead, participate in, and collaborate with educators within Professional Learning Communities.  6.2b Lead and participate in Professional Learning Opportunities.  6.2e. Select and apply appropriate methods (e.g., co-planning, collaborative teaching, modeling, etc.) to support effective teacher practice and growth |
| **Schedule Analysis and Level of Coaching Intensity** | 5.2 a. Promote an environment that encourages risk-taking and includes choice, relevant to student interests.  5.3 c. Create an environment for children to engage independently in reading, writing, speaking, and listening daily.  5.3 d Develop and use routines to provide and maintain positive learning environments for reading and writing instruction.  6.2a After completing this session, literacy coaches will lead, participate in, and collaborate with educators within Professional Learning Communities.  6.2b Lead and participate in Professional Learning Opportunities.  6.2e. Select and apply appropriate methods (e.g., co-planning, collaborative teaching, modeling, etc.) to support effective teacher practice and growth |
| **The Post Conference Conversation: Promoting Reflection and Supporting Change** | 3.2.b 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.  3.3. c Interpret and use assessment data to analyze individual, group, and classroom performance and progress to inform instruction.  3.4.e Interpret patterns in students’ data.  3.4.f Set goals across content areas and literacy improvement initiatives to enhance instruction  6.2e. Select and apply appropriate methods (e.g., co-planning, collaborative teaching, modeling, etc.) to support effective teacher practice and growth.  6.2f. 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).  6.3a. Reflect on student progress towards learning goals and expectations to make instructional decisions.  6.3b. Collaborate with other teachers and support personnel to respond to students’ specific needs, based on data. |
| **Better Conversations: Becoming more Credible, Caring, and Connected** | 4.3.a Recognize the multiple influences of culture and environment on student learning.  4.4.c Identify the unique perspectives of individuals from urban, suburban, and rural communities through linguistic, academic and cultural experiences. |
| **Solution-Focused, Growth Conversation Model** | 4.7.a Differentiate instruction to meet the needs of all students.  4.7.b Use multiple sources of information to develop a comprehensive understanding of students’ strengths and needs.  3.4.e Interpret patterns in students’ data.  3.4.f Set goals across content areas and literacy improvement initiatives to enhance instruction  6.2e. Select and apply appropriate methods (e.g., co-planning, collaborative teaching, modeling, etc.) to support effective teacher practice and growth.  6.2f. 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). |
| **Introduction SCDE MTSS & Growing the Understanding of Tiered Instruction** | 1.2.b Apply explicit instructional practices that support reading and writing behaviors and align with scientifically based research.  1.3.a 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.  2.1.a 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.  2.2.d Adapt and accommodate instructional approaches and materials to meet the language proficiency needs of all learners.  6.3a. Reflect on student progress towards learning goals and expectations to make instructional decisions.  6.3b. Collaborate with other teachers and support personnel to respond to students’ specific needs, based on data. |
| **Introduction to Dyslexia & SCDE Dyslexia Handbook** | 1.2.b Apply explicit instructional practices that support reading and writing behaviors and align with scientifically based research.  1.3.a 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.  2.1.a 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.  2.2.d Adapt and accommodate instructional approaches and materials to meet the language proficiency needs of all learners.  4.1.b Provide differentiated instruction and instruction practices materials that provide diverse perspectives.  4.2 b. Apply knowledge of students' backgrounds and incorporate this knowledge into the curriculum and/or instruction.  4.2 c. Recognize the ways in which personal beliefs interact with reading and writing development.  4.7.a Differentiate instruction to meet the needs of all students.  6.3a. Reflect on student progress towards learning goals and expectations to make instructional decisions.  6.3b. Collaborate with other teachers and support personnel to respond to students’ specific needs, based on data. |

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| **Year One Principles of Coaching Artifacts** |
| **Coaching Schedule**:  One week’s coaching schedule from three different times during the school year - beginning, middle, and near the end. Include a written reflection describing the shifts you noticed in your schedules. |
| **Coaching Cycles:**  Include evidence of the following three components of a completed coaching cycle (in a format of your choice - video, audio, form/document, transcript, etc.): Pre-Conference/Goal-Setting, Co-Teaching/Co-Planning, and Post-Conference/Debrief. Include a written or video reflection summarizing your coaching cycle experience describing your "glows" (celebrations) and "grows" (opportunities for refinement). |

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| **Coaching Professional Development:**  One summary/reflection from your book study learning and discussions. One summary/reflection from a Reading Coach Institute module. One summary/reflection from any other professional learning you’ve attended. |
| **MTSS:**  Complete the MTSS Monthly Inquiries. Submit a copy of your written reflections using the MTSS Note Catcher to reveal your learning, implementation, and support of MTSS. |
| **Final Reflection:**  A one-page end-of-year written reflection or 3-5 minute video reflection to include:   * Celebrations and key shifts in your coaching work. * How your coaching work supported the school’s reading goals. * A tentative plan/goals for your coaching work next year. |

***\*Note: All artifacts submitted will be collected at multiple times during the year. This process will provide longitudinal data to determine any shifts that may occur as a result of ongoing coaching instruction.***

The submission of all artifacts, along with Literacy Specialist/Facilitator observational data, will be reviewed before course completion, and certificates are issued. Artifacts are listed throughout the syllabus to remind coaches that there is an expectation for continuous documentation, collection, and reflection.

All coaches will be given a timeline for artifact delivery that will be several months prior to the deadline. **Any coach not adhering to the full submission requirements and deadlines will not earn the certification.** Exceptions will be made for coaches on FMLA, Maternity, or other well documented absences. Any coach requesting an exception must meet with their LS training team to submit documentation and request an extension. **If a certificate is not earned, the coach, if still employed, will be expected to retake the course. The district and school leader will also be informed of the coach’s failure to complete the required coursework.**

# Additional References

***\*The following resources may be used directly during professional development sessions, referenced for instructional planning, or noted in collaborative conversations.***

Aguilar, E. (2013). *The Art of Coaching: Effective Strategies for School Transformation.* Jossey- Bass*.*

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