

MEMORANDUM OF AGREEMENT FOR SCHOOL-BASED LITERACY COACHES

Between the South Carolina Department of Education and the _____ School
District (District) for the 2016–17 school year.

Background

The South Carolina Department of Education (SCDE) will provide training for state-funded school-based reading/literacy coaches (literacy coaches) employed by the District to serve grades PreK–5 and monitor the District’s utilization of literacy coaches to ensure that state funding is applied in a manner consistent with the requirements set forth in the 2016–17 Appropriations Act.

The District will employ an appropriately qualified and certified literacy coach who will work directly with teachers to bring about improvements in the classrooms that will impact student achievement growth in reading and literacy. The work of the literacy coach will be shaped by evidence-based research, content knowledge, and knowledge of appropriate reading strategies to enhance learning.

District Requirements for Funding & Use of Funds

The SCDE’s intention is to continue funding literacy coach positions for the 2016–17 school year as in the 2015–16 school year; however, if funding is not sufficient then the funding must be targeted to the areas of greatest need based on the number of students substantially failing to demonstrate reading proficiency as indicated on the 2015–16 state assessment.

In order to receive and/or maintain funding in accordance with this program, the District agrees to and assures the SCDE of the following:

- The District will account for the specific amounts and uses of all funds provided pursuant to this agreement and will not use these funds for any purpose except in accordance with this agreement.
- Schools and districts accepting funding to support a coaching position agree that the literacy coach must not serve as an administrator. According to the International Literacy Association, coaching should provide ongoing consistent support for the implementation of instructional practices and should not be evaluative. If the SCDE finds that the district is using these funds for administrative costs as defined in statute, the SCDE shall withhold the remaining balance of funds
- The District will require principals and other appropriate administrative staff to attend an initial SCDE meeting related to the roles and responsibilities of the literacy coach as well as any other scheduled meetings or professional learning opportunities (PLO) for principals and administrators.
- 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 literacy coaches with local funds. A district may, however, assign a literacy coach to a primary school, rather than to the elementary school, to improve the early literacy skills of young children.
- Funds appropriated for literacy coaches are intended to be used to provide elementary schools with literacy coaches who shall serve according to the provisions in Chapter 155 of Title 59.

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Job Qualifications

The SCDE requires and the District agrees that the minimum qualifications for a literacy coach shall be the following:

- holds a bachelor's degree or higher and an add-on endorsement for literacy coach or literacy specialist; or
- holds a bachelor's degree or higher and is actively pursuing the literacy coach or literacy specialist endorsement by attending the SCDE Read to Succeed Coach Training or an alternative coach program that has been approved by the SCDE; or
- holds a master's degree or higher in reading or a closely-related field and is actively pursuing the literacy coach or literacy specialist endorsement by attending the SCDE Read to Succeed Coach Training or an alternative coach program that has been approved by the SCDE.

Additional Qualifications

- works effectively with adults and motivates them to change practices
- experience as a successful classroom teacher
- experience in increasing student achievement in reading
- knowledge of evidence- based reading research, quality reading instruction, and a depth of content knowledge
- ability to integrate reading strategies into other content areas
- experience in data analysis to inform instruction
- excellent communication, presentation, interpersonal, and time management skills
- experience with coaching and/ or mentoring
- characteristics of a learner

Roles, Responsibilities and Requirements of the School-Based Literacy Coach

The District ensures that the literacy coach performs the following tasks and provides the following services in accordance with his or her employment with the District:

- Participate in the SCDE Read to Succeed Coach Institute or in an alternate coach program that has been approved by the SCDE.
 - Attend all monthly sessions.
 - Attend all virtual meeting/training sessions.
 - Meet monthly with administration to discuss progress (review data), issues, and concerns based on goals.
- Serve as job-embedded, stable resources for PLOs that adhere to professional learning standards.
- Provide initial and ongoing PLOs to teachers based on an analysis of data.
- Model effective instructional strategies for teachers.
- Facilitate PLOs for teachers and leadership teams through demonstration lessons.
- Train teachers in data analysis and using data to differentiate instruction.
- Coach and mentor colleagues.
- Work with teachers to ensure that evidence-based reading strategies are implemented with fidelity.
- Coordinate literacy and instructional strategies across the school that will have the greatest impact on student achievement at both the school and district level.

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- Lead and support literacy leadership teams.

Alternative Coach Program

If your district is deemed to have the personnel and financial capacity to provide the support and training for your school-based literacy coaches, you may elect to have your state-funded coaches obtain their endorsements and receive support through a means other than the SCDE Read to Succeed (R2S) Coach Institute. This alternative training must be rigorous and focused on using data and research-based practices. If you elect to have your coaches participate in an alternative training, it must be at the district's expense. All courses provided to coaches to fulfill their Read to Succeed Teacher and Coach endorsements must be approved through the R2S approval process.

Coaches participating in the 201617 SCDE Read to Succeed Coach Institute will complete the following professional development courses:

- Instructional Practices
- Action Research in Literacy Coaching

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

A written request to provide alternative training must be received no later than August 15, 2016. Plans for providing alternative training must be received no later than September 1, 2016.

The SCDE will have final approval for the alternative training.

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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 roles and responsibilities as outlined herein.

Signature of School Principal

Printed Name of School Principal

Signature of District Superintendent

Printed Name of District Superintendent

Date

Return signed Memorandum of Agreement and Specific Parties Agreements to:

**Mrs. Jennifer Anderson
Director, Office of Early Learning and Literacy
South Carolina Department of Education
1429 Senate Street, Room 902-A
Columbia, SC 29201**

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Specific Parties Agreement Document

This document should be provided to each participating school and returned with the original signed Memorandum of Agreement.

District Name:

School Name:

School Mailing Address:

School Phone Number:

Principal's Name:

E-Mail Address:

Reading Coach's Name:

E-Mail Address:

Please check the following qualifications for your coach:

- ☐ He or she currently has their literacy coach add-on certification.
- ☐ He or she has a Master's degree in reading and will be pursuing the literacy coach add-on through an SCDE-approved college for graduate credit.
- ☐ He or she has a Master's degree in reading and will be pursuing the literacy coach endorsement through the SCDE Reading Coach Training.
- ☐ He or she has a Master's degree in reading and will be pursuing the literacy coach endorsement through an alternative program that has been approved by the SCDE.
- ☐ He or she has a Bachelor's degree in Early Childhood or Elementary Education and will be pursuing the literacy coach endorsement through the SCDE Reading Coach Training.
- ☐ He or she has a Bachelor's degree in Early Childhood or Elementary Education and will be pursuing the literacy coach endorsement through an alternative program that has been approved by the SCDE.

Signature of Principal

Printed Name of Principal

Signature of Reading Coach

Printed Name of Reading Coach

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